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ABSTRACT

A comprehensive framework for coordinated training for all levels of early childhood development personnel employed in Texas child care centers is provided in the form of charts, tables, and indexes. Following the first section's brief overview of project activities, the second section presents chart 1, a job matrix showing responsibilities of career levels relating to specific ages or special needs of children. Chart 2, a job training matrix for the planning of training, includes topics, associated tasks, career levels, and skill areas and levels. Subsequent charts reorganize information. Chart 3 indicates topics, tasks, and skills recommended for various career levels. Chart 4 defines skill levels needed for career level progression, and a career and skill level training matrix organized by child growth and developmental age is presented in chart 5. The third section of the report discusses survey instruments and results, data analysis, work settings and location, skill areas, and training needs of staff (rank ordered and presented in a table format noting position and region). A topically coded resource guide cites materials used in training or acquiring information, mentioning both print materials and audiovisual aids. The conclusion of the document suggests ways in which the report might be used and modified. Appended are a training needs survey instrument, excerpts from an assessment instrument for the position of preschool teacher, a training resources form, and an evaluation form. (BJD)

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FRAMEWORK FOR TRAINING

A Report of the
Texas Early Childhood Careers Recognition Council

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Texas Early Childhood Careers Recognition Council

PREFACE

The publication of Framework for Training marks the culmination of a project undertaken by the Texas Early Childhood Careers Recognition Council, a group of professionals representing every major early childhood organization in Texas.

The group began in 1976 as the Texas Committee on Early Childhood Development Careers. At that time it established five objectives that addressed the basic elements of a comprehensive career system for the preparation and recognition of personnel charged with responsibility for young children. These objectives, first presented in the Action Format for Early Childhood Development Careers (Texas Department of Community Affairs, 1976), were:

- a career ladder with increasing levels of responsibility
- competencies identified for each level
- prescribed training guidelines
- advancement processes
- recognition for competence attained and demonstrated

This report touches each of these objectives. It presents a matrix of career levels, skill areas, and specializations; identifies the training topics and related tasks of 11 positions; and suggests performance criteria for persons who carry out the tasks. Finally, it presents a model for a systematic approach to integrating the many opportunities for child development instruction available to caregivers in Texas.

Funding for this project has been diverse:

- National Association for the Education of Young Children - Membership Action Grant, July 1978
- Early childhood organizations (listed below) - additional funds, all of which were used as match to obtain TDHR funds
- Texas Department of Human Resources (TDHR) - Title XX training funds

The Texas Department of Community Affairs has provided ongoing support since it launched the early childhood careers project in 1974 under the leadership of Jeannette Watson, Director, and Richard E. Orton, Associate Director, of the Office of Early Childhood Development (now the Children and Youth Services Division). From the beginning, the department has provided staff support to the committees and task groups and has assisted with the preparation and publication of its reports.

Members of the council and their affiliations are:

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TABLE OF CONTENTS

PREFACE

I. HISTORY AND OVERVIEW 1

II. TRAINING GUIDELINES 5

Career Matrix (Chart 1) 5

Total Training Matrix (Chart 2) 9

Training Topics by Career Levels (Chart 3). 21

Administrator/Manager 22
Program Coordinator. 30
Social Worker. 40
Teacher. 44
Assistant Teacher 53
Teacher Aide 60

Training Topics by Skill Levels (Chart 4) 67

Training Topics by Age Levels (Chart 5). 97

III. SURVEY OF TRAINING NEEDS 101

IV. TRAINING RESOURCE GUIDE 111

V. COMPETENCY ASSESSMENT. 127

VI. CONCLUSION 129

APPENDIX

A. Training Survey Instrument 133

B. Excerpts from Assessment Instrument 135

C. Training Resource Form 139

D. Evaluation Form 141

I. HISTORY AND OVERVIEW

HISTORY OF CAREERS PROJECT

In November 1974, at the suggestion of the directors of the Texas Department of Community Affairs' Office of Early Childhood Development, representatives of state agencies with responsibility for early childhood programs--the Texas Department of Public Welfare (now the Texas Department of Human Resources), the Texas Education Agency, and the Coordinating Board of the Texas College and University System--began developing a coordinated approach to preparing competent teacher/caregivers for child care programs in Texas. Each of the agencies at that time was involved in facilitating the implementation of Child Development Associate (CDA) training and credentialing in Texas and wished to promote and build upon the CDA concept.

The interagency group agreed that developing a system to prepare child care personnel at all levels of responsibility must involve representatives of all segments of the early childhood profession. Thus, in January 1975 it called together 50 early childhood professionals, challenging them to develop a "comprehensive system for the preparation and recognition of personnel charged with the responsibility of young children."

The group of teacher-educators, program providers, professional organization leaders, and state agency staff constituted itself as the Texas Committee on Early Childhood Development Careers. Task groups laid out the framework for three components of a career system: structure, preparation, and recognition. By June 1976 the committee had completed the Action Format for Early Childhood Development Careers, a set of recommendations which they distributed widely. An executive committee drawn from the larger group was named to carry out the objectives in the Action Format.

Several committee members interested in pursuing further the difficult question of a recognition system received a Membership Action Grant for this purpose in May 1978 from the National Association for the Education of Young Children. This grant together with monies provided by early childhood organizations throughout the state was used as a match for Title XX training funds from the Texas Department of Human Resources.

Members then invited representatives of all major early childhood professional organizations to become part of a new recognition planning group whose purpose would be to design a multilevel, competency-based recognition system for early childhood personnel in Texas. The group obtained a state charter as a nonprofit corporation under the name Texas Early Childhood Careers Recognition Council. The council delineated several long-range goals for early childhood personnel in Texas:

- to expand career opportunities and rewards
- to increase the number and quality of professionally credentialed personnel
- to establish and maintain a career system that would promote, support, and recognize independently qualified personnel
- to stimulate expectations of higher quality early childhood programs by consumers and program providers
- to generate support for the early childhood profession among policy makers and the public

Framework for Training is a major step in working toward these goals. Through its corporate bylaws, the Careers Recognition Council will be able at the appropriate time to operate as a professional credentialing body for early childhood personnel in Texas. Provision has been made for broad membership support and appropriate operational control by representatives of all segments of early childhood personnel. Officers have been elected to guide the work of the council. The next step will be to obtain additional funding to support the implementation of the credentialing process and the total recognition system.

OVERVIEW OF FRAMEWORK FOR TRAINING

The Careers Recognition Council began work in March 1979. At its first meeting the group delineated the career levels and specializations in the child care profession that would constitute the basis for its developmental work. The matrix of positions, presented in Section I, includes four progressive career levels (from teacher aide to program coordinator), five skill areas (that relate to ages and special needs of children with whom they work), and three specializations (administration, social services, and nutrition).

The primary objective of this and subsequent efforts was to develop a plan for coordinated training of staff in centers funded by Title XX. Since staff qualifications in Title XX and other child care centers generally are perceived to be the same, the council agreed that a staff training plan designed for Title XX providers would be applicable to all day care personnel in Texas.

To develop the plan, the council established the following objectives:

- to survey training needs throughout Texas
- to organize a guide listing appropriate training materials according to topic
- to determine basic competencies for all career levels
- to design instruments for assessing competencies for all career levels

Based on its objectives, the council carried out the following tasks:

1. The identification of principal tasks performed by persons at each of the career levels.

   Earlier job analyses developed by Zaccaria and Holloman[1] and later refined by Gifford, Pilot and Lovelace[2], were used to develop a matrix of tasks performed by staff persons at varying job levels. Ultimately the group focused on five positions: administrator, program coordinator, teacher, assistant, and aide.

2. The integration of tasks with training objectives.

   Once a task list was organized, group members were able to determine which training topics would address related groups of tasks. The total training matrix in Section I combines the identified training topics with pertinent tasks.

---

[1]Robert T. Alciatore, John W. Holloman, and Michael A. Zaccaria, Texas Day Care Study, University of Texas at San Antonio, 1976.

[2]Unpublished final report from the City of Sherman (1978) and the City of Texarkana (1979) submitted to the Texas Department of Community Affairs contain job analyses conducted as part of the terms of the cities' contracts with TDCA.

3. A survey of training offered by Title XX training contractors, early childhood organizations, and community colleges.

Results of this survey, not reported in this paper, confirmed that early childhood personnel have access to innumerable local workshops offered by professional organizations and community colleges. Staff working in Title XX centers have, in most cases, a more consistent program of training provided for them. A systematic training plan, if used by training providers, could provide structure and progression for workers instead of the current piecemeal acquisition of child care information.

4. A review of training materials, organized by training topics, often used by Texas training providers.

Many instructional materials developed in Texas and elsewhere are used in formal and informal training programs. Of special interest to the group were the books and audiovisuals developed through Title XX funds from the Texas Department of Human Resources. An organization of these materials by training topics can serve as a guide to trainers implementing the council's proposed training framework. The review is presented in Section IV.

5. A training needs survey of early childhood workers.

Members of the group designed a survey instrument in October 1979 to question persons attending various early childhood meetings. Respondents were asked to review the list of training topics developed by the council and identify their present training needs. The survey was completed by 750 persons, and the data it yielded are presented in Section III.

6. The development of competency assessment instruments.

The continuing commitment of the group to a competency-based approach to both training and credentialing led to the final developmental task: the preparation of assessment instruments with performance criteria based on the task lists and training topics. After being tested and refined, these instruments, when used by trained assessors, are intended to be the basis for professional credentials issued by the Texas Early Childhood Careers Recognition Council. The instruments are discussed in Section V and excerpts given in Appendix B.

II. TRAINING GUIDELINES

JOB MATRIX

The primary focus in the development of the recognition system was the concept of a career ladder that specified various levels of responsibility in caring for children. The council expanded its original concept of a career ladder to that of a matrix in order to incorporate not only increasing levels of responsibility but also skill and specialization areas relating to specific ages or needs of children in group care.

Chart 1

	Skill Areas				
	Ages of Children			Special Needs	
Career Levels	0-2	3-5	School Age	Multi-lingual/ Multi-cultural	Handicapped
Teacher Aide	X	X		X	X
Assistant Teacher	X	X	X	X	X
Teacher	X	X	X	X	X
Program Coordinator	X			X	X

Specializations: Administration
Social Services
Nutrition

Different responsibilities are associated with each career level:

Teacher aide — Works only under supervision and direction; does not have responsibility for a group of children.

Assistant Teacher — Works primarily under supervision, but carries out some independent work with the children for limited time periods or for special purposes.

Teacher — Works independently with children and has responsibility for
- planning to meet individual needs of children in own group
- planning a program for own group of children
- implementing a program for own group of children
- evaluating a program for own group of children
- supervising other classroom staff members

Program Coordinator	Supervises the early childhood program and has responsibility for . overseeing the planning, implementing, and evaluation of the total program . supervising all classroom staff members . evaluating performance of all classroom staff members . providing training for classroom personnel . assessing and developing program resources
Administrator/ Manager	Supervises the total operation of an early childhood facility.
Social Worker	Provides direct social services to children and families and consultation to staff.
Nutritionist	Provides nutrition consultation services or nutrition planning.

The job matrix identifies 20 possible training areas. However, it should be noted that these training areas do not represent distinct or separate jobs in any given setting. In practice, an individual may carry out any or all of the responsibilities of more than one job and, in turn, may not always carry out a responsibility associated with his/her given job designation.

In the charts that identify tasks and training topics, jobs relating to special skill areas for work with multilingual/multicultural and handicapped children and nutrition specialization have not been included. These areas have not yet been developed.

TRAINING MATRIX (Chart 2)

The total training matrix presents all information elements required to plan training for early childhood personnel. These elements are:

- training topics
- associated tasks
- career levels
- skill areas
- skill levels

The column format enables the reader to see the relationship of each information element to the others. Training topics (printed in all capital letters) and tasks are listed down the left side of each page; career levels or specialization labels head the 11 columns. Two specializations, Administrator/Manager and Social Worker, and one level, Program Coordinator, are shown as column headings with no modification by age group. Training for these three positions is considered to be unaffected by needs of various age groups of children. The next eight columns are divided according to age groups of children--infant/toddler, preschool, and school-age--and subdivided according to the three direct caregiver career levels associated with them. For both infant/toddler and preschool groups, teacher, assistant teacher, and teacher aide positions are delineated. Only teacher and assistant teacher positions are given for school-age groups.

Reading across the matrix, one finds the desired skill level for a training task marked in each appropriate career level. By reading down the columns, one can identify all training topics required for personnel in each designated career level or specialization.

The total training matrix can be organized around any of the training elements and used in several ways. In Charts 3, 4, and 5, which follow the total training matrix, training information has been organized in three distinct ways:

Chart 3 - organized around training topics, tasks, and skills recommended for the various career levels.

Chart 4 - emphasizes the skill levels expected of persons in career levels for each of the topics and tasks.

Chart 5 - organized by age levels of children for Topic I, Child Growth and Development, only. This chart provides for each career level by age group of children, recommended topics, tasks, and skills.

These three charts, each of which is based on the matrix, differ from one another only in format to emphasize particular aspects of training. They make it possible to identify training needs on the basis of personnel category, topic or task, or children's age group. Thus, they can facilitate planning and coordination of training appropriate for all levels of early childhood personnel.

KEY: TOTAL TRAINING MATRIX AND CHARTS 3, 4, AND 5

Career Levels

Adm. Mgr. - Administrator/Manager
Prog. Coor. - Program Coordinator
Soc. Wkr. - Social Worker
T - Teacher
AT - Assistant Teacher
A - Teacher Aide

Skill Levels[1]

Level I - minimal competence in knowledge of topic or performance of task
Knowledge: aware of and able to understand facts related to topic
Performance: perform skill according to instruction or from observation of a model

Level II - average competence in knowledge of topic or performance of task
Knowledge: ability to comprehend facts, apply them in new situations, and analyze relations between elements of knowledge
Performance: perform skill with accuracy and with independence from the source

[1]Based on Bloom, Benjamin, Taxonomy of Educational Objectives: The Classification of Educational Goals by a Committee of College and Educational Examiners, New York: D. McKay Co., 1964.

Level III - high competence in knowledge of topic or performance of task
Knowledge: comprehension, application, and analysis; ability to synthesize information, exercise discretion in decision-making and judgment
Performance: carry out tasks with accuracy; combine tasks in sequence with harmony, efficiency, and mental and physical ease

CHART 2. TOTAL TRAINING MATRIX

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
*I. CHILD GROWTH AND DEVELOPMENT											
A. INFANT/TODDLER DEVELOPMENT											
1. Normal development	I	III	III	III	II	I	II			II	
a. Physical											
b. Intellectual											
c. Emotional											
d. Social											
2. Deviant development	I	III	III	III	II		II				
a. Physical											
b. Intellectual											
c. Emotional											
d. Social											
B. PRE-SCHOOL CHILD DEVELOPMENT											
1. Normal development	I	III	III	II			III	II	I	II	
a. Physical											
b. Intellectual											
c. Emotional											
d. Social											
2. Deviant development	I	III	III	II			III	II		II	
a. Physical											
b. Intellectual											
c. Emotional											
d. Social											
C. SCHOOL-AGE CHILD DEVELOPMENT											
1. Normal development	I	III	III	II			II			III	II
a. Physical											
b. Intellectual											
c. Emotional											
d. Social											
2. Deviant development	I	III	III				II			III	II
a. Physical											
b. Intellectual											

*Written in topics only. Task is to demonstrate knowledge in each area.

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
c. Emotional											
d. Social											
*II. OBSERVATION AND RECORDING											
A. PURPOSES OF OBSERVATION	III	III	III	III	II		III	II		III	II
B. MODES OF OBSERVATION	III	III	III	III	II		III	II		III	II
C. METHODS OF RECORDING	III	III	III	III	II		III	II		III	II
III. SAFE ENVIRONMENT											
A. PREVENTION											
1. Safety Rules											
a. Develop rules	III	III		III			III			III	
b. Implement rules	III	III		III	III	III	III	III	III	III	III
c. Stop or redirect unsafe activities	III	III		III	III	III	III	III	III	III	III
2. Environmental Safety											
a. Keep equipment in safe condition	III	III		III	III	III	III	III	III	III	III
b. Keep environment free of hazards	III	III		III	III	III	III	III	III	III	III
3. Proper Storage											
a. Store dangerous materials properly	III	III		III	III	III	III	III	III	III	III
B. EMERGENCY PROCEDURES											
1. Evacuation (fire, hazard)											
a. Develop plans and procedures for handling emergencies	III	III		III			III			III	
b. Conduct fire and hazard drills	III	III		III			III			III	
c. Carry out emergency procedures for fire, accident, etc.	III	III		III	III	III	III	III	III	III	III
2. First Aid											
a. Administer proper first aid	III	III		III	III	I	III	III	I	III	III
IV. HEALTHY ENVIRONMENT											
A. FACILITY											
1. Maintenance											
a. Schedule building maintenance	III										

*Written in topics only. Task is to demonstrate knowledge in each area.

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
b. Clean and maintain program materials and learning environment, bathrooms, kitchen and kitchen equipment, office and lounge areas	III	III		III	III	III	III	III	III	III	III
c. Dispose of trash and garbage	III	III		III	III	III	III	III	III	III	III
2. Temperature, Ventilation, Lighting											
a. Provide for heating, cooling, lighting, and ventilation of building	III	III									
b. Regulate heating, cooling, lighting and ventilation	III	III		III	III	I	III	III	I	III	III
3. Laundry											
a. Assure proper handling of soiled linens	III										
B. PHYSICAL HEALTH											
1. Staff Health Requirements											
a. Assure that staff health requirements are met	III	III	III	III	III	III	III	III	III	III	III
2. Children's Health											
a. Admission requirements/ records											
(1) Maintain immunization and health records	III		III								
(2) Review and use individual health records		III	III	III			III			III	
b. Daily health observation											
(1) Conduct daily entry and continuing health observation of children	III	III		III	II	I	III	II	I	III	II
(2) Report to director any signs of illness, discomfort, or unusual behavior shown by children		III		III	II	I	III	II	I	III	II
c. Identification of Problems											
(1) Recognize unusual behavior		III	III	III	II	I	III	II	I	III	II
(2) Recognize child abuse and report properly	III	III	III	III	II	I	III	II	I	III	II

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
(3) Recognize physical problems such as vision, speech, hearing, and motor problems		III	III	III			III			III	
(4) Recognize signs of physical illness	III	III		III	II	I	III	II	I	III	II
c. Illness Management											
(1) Follow procedures for care of ill children	III	III		III	II	I	III	II	I	III	II
e. Medication Procedures											
(1) Store medications properly	III	III		III	III	III	III	III	III	III	III
(2) Follow procedures for administering medications	III	III		III			III			III	
f. Hygiene											
(1) Model and promote proper personal hygiene	III	III	III	III	III	III	III	III	III	III	III
(2) Provide proper care, as needed, of wounds and infections	III	III		III	III	III	III	III	III	III	III
C. NUTRITION											
1. Plan menus based on nutrition needs	III	III									
2. Plan food purchases, based on inventory as needed	III										
3. Prepare and store food hygienically	III										
4. Serve nutritious meals and snacks	III	III		III	III	III	III	III	III	III	III
5. Provide nutrition education		III		III	II	I	III	II	I	III	II
V. LEARNING ENVIRONMENT											
A. PROVISION OF MATERIALS AND EQUIPMENT											
1. Select appropriate and challenging materials and equipment	I	III		III			III			III	
2. Provide soft areas such as cushions, pillows, carpet, stuffed animals, blankets, sand, grassy spots, & laps	I	III		III	III	III	III	III	III	III	III
B. SPACE ARRANGEMENT											
1. Arrange learning environment for maximum effectiveness and aesthetic value		III		III			III			III	
2. Arrange room with suitable learning centers		III		III			III			III	

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
3. Provide areas for group activities		III		III			III			III	
4. Plan spaces for privacy		III		III			III			III	
C. MAINTAINING ORDER											
1. Maintain, with children, order in the environment	III	III		III	II	I	III	II	I	III	II
VI. PROGRAMMING FOR OPTIMAL DEVELOPMENT											
A. PHILOSOPHY AND GOALS											
1. Establish center philosophy	III	III	III								
2. Identify long-range goals	III	III		II			II			II	
3. Develop objectives based on goals		III		III			III			III	
B. PROGRAM DEVELOPMENT											
1. Assess children's emotional, social, intellectual, and physical needs		III		III			III			III	
2. Develop program plan based on assessment & objectives		III		III			III			III	
a. Utilize assessment information for individualized planning		III		III			III			III	
b. Plan special activities such as field trips, birthday parties, swimming, holiday celebrations, cultural activities and events	II	III		III			III			III	
3. Arrange schedule to coordinate activities appropriately		III		III			III			III	
a. Plan and implement daily schedule to meet needs and interests of children; for example, by providing alternating active & quiet periods		III		III	II		II	II		III	II
b. Promote program objectives with use of routine procedures for:	II	III		III	III	III	III	III	III	III	III
(1) dressing and undressing children		III		III	III	III	III	III	III		
(2) setting and clearing tables for meals		III		III	III	III	III	III	III	III	III
(3) eating family style		III		III	III	III	III	III	III	III	III
(4) tasting foods		III		III	III	III	III	III	III	III	III
(5) making and clearing beds		III		III	III	III	III	III	III	III	III
(6) toileting and handwashing		III		III	III	III	III	III	III	III	III

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
(7) assisting with room cleanup		III		III	III	III	III	III	III	III	III
(8) feeding, diapering, and dressing infants		III		III	III	III					
4. Implement program, maintaining flexibility, by providing time, materials, and equipment to allow choices by children		III		III	II	I	III	II	I	III	II
5. Evaluate program, using observation information and children's verbal and non-verbal responses to activities		III		III			III			III	
C. CURRICULUM											
1. Promote physical growth		III		III			III			III	
a. Encourage body movement and awareness		III		III	II	I	III	II	I	III	II
b. Promote and encourage development of small and large muscles through use of equipment and materials		III		III	II	I	III	II	I	III	II
2. Stimulate intellectual development		III		III			III			III	
a. LANGUAGE											
(1) Provide good language model	III	III	III	III	II	I	III	II	I	III	II
(2) Encourage vocabulary building		III		III	II	I	III	II	I	III	II
(3) Share books and stories		III		III	II	I	III	II	I	III	II
(4) Support children's native language		III		III	II	I	III	II	I	III	II
b. CREATIVITY											
(1) Encourage exploring and experimenting		III		III	II	I	III	II	I	III	II
(2) Stimulate thinking and problem-solving		III		III	II	I	III	II	I	III	II
(3) Reinforce curiosity		III		III	II	I	III	II	I	III	II
(4) Provide for creative expression through art, music dramatic play, and problem solving		III		III	II	I	III	II	I	III	II
c. PERCEPTION											
(1) Provide for sensory experiences		III		III	II	I	III	II	I	III	II

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
(2) Promote sense of daring, extending capabilities, with safety		III		III	II	I	III	II	I	III	II
d. CONCEPTS											
(1) Stimulate and elicit ideas		III		III	II	I	III	II	I	III	II
(2) Provide opportunities for initiating, attending, completing		III		III	II	I	III	II	I	III	II
(3) Develop children's skill in observing relationships and categories		III		III	II	I	III	II	I	III	II
(4) Promote association of words with objects, events, and people		III		III	II	I	III	II	I	III	II
(5) Support development of concepts of time, space, number, size, shape and color		III		III	II	I	III	II	I	III	II
3. Support emotional growth		III		III			III			III	
a. SELF-CONCEPT											
(1) Encourage expression of feelings	II	III		III	II	I	III	II	I	III	II
(2) Recognize child as a unique individual	II	III		III	II	I	III	II	I	III	II
(3) Help each child become aware of and develop control over body		III		III	II	I	III	II	I	III	II
(4) Provide comfort and security by holding and touching children		III		III	II	I	III	II	I	III	II
b. INDEPENDENCE											
(1) Encourage development of self-help skills		III		III	II	I	III	II	I	III	II
(2) Plan activities that provide for success and that challenge but do not frustrate		III		III	II	I	III	II	I	III	II
(3) Provide opportunities for child to make choices and act independently		III		III	II	I	III	II	I	III	II
(4) Provide new child's adjustment to group and setting	III	III		III	II	I	III	II	I	III	II

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
c. SELF-DISCIPLINE											
(1) Help child to find acceptable ways of expressing negative feelings		III		III	II	I	III	II	I	III	II
(2) Assist child to plan, accept, and understand simple group rules		III		III	II	I	III	II	I	III	II
(3) Reinforce evidence of child's self-control		III		III	II	I	III	II	I	III	II
4. Encourage social development		III		III			III			III	
a. GUIDANCE											
(1) Model acceptable behavior	III	III		III	III	III	III	III	III	III	III
(2) Establish and impliment realistic and clear expectations for behavior	III	III		III	III	III	III	III	III	III	III
(3) Provide positive and consistent reinforcement of children's efforts	III	III		III	II	I	III	II	I	III	II
(4) Provide for privacy and close relationships		III		III	II	I	III	II	I	III	II
(5) Demonstrate to child that adults are trustworthy and loving	III	III		III	III	III	III	III	III	III	III
(6) Give appropriate guidance as child solves problems		III		III	II	I	III	II	I	III	II
(7) Encourage and expect child to respect rights, feelings, and property of others	III	III		III	II	I	III	II	I	III	II
(8) Encourage appropriate social play		III		III	II	I	III	II	I	III	II
b. SEX-ROLES											
(1) Support varied sex role activities		III		III	II	I	III	II	I	III	II
(2) Provide necessary materials		III		III			III			III	

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
c. CULTURE											
(1) Support home and family language and culture	III	III		III	II	I	III	II	I	III	II
(2) Provide appropriate special materials and activities		III		III			III			III	
VII. HOME-CENTER RELATIONSHIPS											
A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY	III	III	III	III	III	III	III	III	III	III	III
B. SUPPORT FAMILY STRUCTURE	III	III	III	III	III	III	III	III	III	III	III
1. Provide individualized support to strengthen families	III	III	III	III	II	I	III	II	I	III	II
2. Accept and encourage language, culture, and values of homes and families	III	III	III	III	II	I	III	II	I	III	II
a. Discuss childrearing practices with parents		III	III								
b. Assess needs of each child in terms of values of parents		III	III								
3. Refer parents to agencies for assistance with social, health, education, economic or legal problems			III								
C. COMMUNICATE WITH PARENTS											
1. Confer regularly with parents	III	III	III	III	II	I	III	II	I	III	II
a. Seek and share information about child with parents	III	III	III	III	I		III	I		III	I
b. Communicate regularly with parents concerning progress of child				III	I		III	I		III	I
c. Hold conferences regularly				III	I		III	I		III	I
d. Explain to parents center policies, program, and regulations	III	III	III	II			II			II	
e. Discuss with parents any signs of illness, discomfort, or unusual behavior of child	III	III	III	II			II			II	
2. Provide appropriate references for parents of children with special needs		III	III	II			II			II	

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
D. INVOLVE PARENTS WITH CENTER											
1. Facilitate the activities of parent organization	III	III	III								
a. Assist in developing and promoting a parent group	III	III	III								
b. Conduct workshops and meetings designed to meet expressed and recognized parent needs	III	III	III								
2. Involve parents in center planning	III	III	III								
3. Invite parents to share skills and talents	III	III	III	III			III			III	
VIII. PERSONNEL											
A. MANAGEMENT											
1. Maintain staff	III										
a. Determine staff qualifications and job responsibilities	III	III									
b. Hire and dismiss employees	III	II									
2. Develop, implement, and revise personnel policies	III	III									
3. Schedule staff	III	III									
a. Establish staffing patterns to assure management responsibilities and to promote stability in child care	III	III									
b. Open and close center or delegate	III										
B. SUPERVISION											
1. Supervise classroom personnel	III	III		II			II			II	
2. Supervise support staff	III										
C. EVALUATION											
1. Involve staff in self-evaluation	III	III	III	III	II	I	III	II	I	III	II
2. Evaluate and review with staff	III	III	III								
D. TRAINING											
1. Review staff evaluations	III	III	III								
2. Conduct or plan staff training as needs indicate	III	III	III								
E. STAFF INTERACTION											
1. Promote interpersonal staff relationships	III	III	III	III	II	I	III	II	I	III	II
2. Seek and share ideas and suggestions with other staff	III	III	III	III	II	I	III	II	I	III	II

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
3. Share ideas and information on center operations and activities	III	III	III	III	II	I	III	II	I	III	II
IX. ADMINISTRATION											
A. ADMINISTRATIVE STYLES AND SKILLS											
1. Assess employees' potentials	III	III									
2. Delegate responsibilities	III	III									
B. FINANCIAL RESPONSIBILITIES											
1. Secure funding sources	III										
2. Plan budget	III										
3. Establish and collect child care fees	III										
4. Maintain financial records	III										
C. PURCHASING											
1. Purchase or secure non-program supplies (office, maintenance, etc.)	III										
2. Purchase or secure program supplies, equipment and materials	III	III									
D. REGULATIONS											
1. Insure compliance with local, state and federal regulations	III	III	III								
2. Assist in maintaining compliance with local, state, and federal regulations	III	III	III	III	III	III	III	III	III	III	III
3. Complete regulatory forms and records as required	III	III	III								
E. RECORD KEEPING											
1. Maintain staff personnel records	III										
2. Post and maintain attendance	III			III			III			III	
3. Record developmental progress of children		III		III			III			III	
4. Maintain social service records			III								
5. Keep employee time records	III										
F. BOARD OF DIRECTORS											
1. Develop board as required	III										
2. Work with governing board	III										

TRAINING TOPICS AND TASKS	Adm. Mgr.	Prog. Coor.	Soc. Wkr.	Infant/Toddler			Pre-School			School-Age	
				T	AT	A	T	AT	A	T	AT
X. FACILITY OPERATION											
A. PHILOSOPHY, GOALS, POLICIES											
1. Develop and administer center policies on program operation, transportation, parent involvement, social services, health, nutrition, training, advertising and public relations	III	III	III								
2. Implement and support center philosophy, goals, policies	III	III	III	III	II	I	III	II	I	III	II
3. Evaluate center operation	III	III	III								
B. OFFICE FUNCTIONS											
1. Perform office functions, such as typing, answering telephone, receiving and recording fees, etc. or assign responsibility	III										
2. Operate center equipment such as camera, projector, tape recorder, etc.	III	III		III	III		III	III		III	III

TRAINING TOPICS BY CAREER LEVELS

Organized according to career levels, Chart 3 presents each career level separately, with a listing of all training topics and tasks appropriate to the specified level. The topics and tasks, which represent knowledge and skills needed for competence, are listed along with ages of children by groups and skill levels to be achieved. This chart is for use in designing training for early childhood personnel at each career level.

Chart 3. CAREER LEVELS

I. Administrator/Manager

Training Topics and Tasks	Age Group	Skill Level
I. CHILD GROWTH AND DEVELOPMENT: PHYSICAL, INTELLECTUAL, EMOTIONAL, AND SOCIAL		
A. INFANT/TODDLER DEVELOPMENT, NORMAL AND DEVIANT	all	I
B. PRE-SCHOOL CHILD DEVELOPMENT, NORMAL AND DEVIANT	all	I
C. SCHOOL-AGE CHILD DEVELOPMENT, NORMAL AND DEVIANT	all	I
II. OBSERVATION AND RECORDING		
A. PURPOSES OF OBSERVATION	all	III
B. MODES OF OBSERVATION	all	III
C. METHODS OF RECORDING	all	III
III. SAFE ENVIRONMENT		
A. PREVENTION		
1. Safety rules		
a. Develop rules	all	III
b. Implement rules	all	III
c. Stop or redirect unsafe activities	all	III
2. Environmental safety		
a. Keep equipment in safe condition	all	III
b. Keep environment free of hazards	all	III
3. Proper storage		
a. Store dangerous materials properly	all	III
B. EMERGENCY PROCEDURES		
1. Evacuation (fire, hazard)		
a. Develop plans and procedures for handling emergencies	all	III

Training Topics and Tasks	Age Group	Skill Level
b. Conduct fire and hazard drills	all	III
c. Carry out emergency procedures for fire, accident, etc.	all	III
2. First aid		
a. Administer proper first aid	all	III
IV. HEALTHY ENVIRONMENT		
A. FACILITY		
1. Maintenance		
a. Schedule building maintenance	all	III
b. Clean and maintain program materials and equipment, learning environment, bathrooms, kitchen and kitchen equipment, office and lounge areas	all	III
c. Dispose of trash and garbage	all	III
2. Temperature, ventilation, lighting		
a. Provide for heating, cooling, lighting, and ventilation of building	all	III
b. Regulate heating, cooling, lighting, and ventilation	all	III
3. Laundry		
a. Assure proper handling of soiled linens	all	III
B. PHYSICAL HEALTH		
1. Staff health requirements		
a. Assure that staff health requirements are met	all	III
2. Children's health		
a. Admission requirements/records		
(1) Maintain immunization and health records	all	III

Training Topics and Tasks	Age Group	Skill Level
b. Daily health observation		
(1) Conduct daily entry and continuing health observation of children	all	III
c. Identification of problems		
(1) Recognize child abuse and report properly	all	III
(2) Recognize signs of physical illness	all	III
d. Illness management		
(1) Follow procedures for care of ill children	all	III
e. Medication procedures		
(1) Store medications properly	all	III
(2) Follow procedures for administering medications	all	III
f. Hygiene		
(1) Model and promote proper personal hygiene	all	III
(2) Provide proper care, as needed, of wounds and infections	all	III
C. NUTRITION		
1. Plan menus based on nutrition needs	all	III
2. Plan food purchases, based on inventory as needed	all	III
3. Prepare and store food hygienically	all	III
4. Serve nutritious meals and snacks	all	III
V. LEARNING ENVIRONMENT		
A. PROVISION OF MATERIALS AND EQUIPMENT		
1. Select appropriate and challenging materials and equipment	all	I

Training Topics and Tasks	Age Group	Skill Level
2. Provide soft areas such as cushions, pillows, carpet, stuffed animals, blankets, sand, grassy spots, and laps	all	I
B. MAINTAINING ORDER		
1. Maintain, with children, order in the environment	all	III
VI. PROGRAMMING FOR OPTIMAL DEVELOPMENT		
A. PHILOSOPHY AND GOALS		
1. Establish center philosophy	all	III
2. Identify long-range goals	all	III
B. PROGRAM DEVELOPMENT		
1. Plan special activities such as field trips, birthday parties, swimming, holiday celebrations, cultural activities and events	all	II
2. Promote program objectives with use of routine procedures for dressing and undressing children, setting and clearing tables for meals, eating family style, tasting foods, making and clearing beds, toileting and handwashing, assisting with room cleanup, and feeding, diapering, and dressing infants	all	II
C. CURRICULUM		
1. Language		
a. Provide good language model	all	III
2. Self-Concept		
a. Encourage expression of feelings	all	II
b. Recognize child as a unique individual	all	II
c. Provide comfort and security by holding and touching children	all	II
3. Independence		
a. Provide new child's adjustment to group and setting	all	III

Training Topics and Tasks	Age Group	Skill Level
2. Guidance		
a. Model acceptable behavior	all	III
b. Establish and implement realistic and clear expectations for behavior	all	III
c. Provide positive and consistent reinforcement of children's efforts	all	III
d. Demonstrate to child that adults are trustworthy and loving	all	III
e. Encourage and expect child to respect rights, feelings, and property of others	all	III
3. Culture		
a. Support home and family language and culture	all	III
VII. HOME-CENTER RELATIONSHIPS		
A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY	all	III
B. SUPPORT FAMILY STRUCTURE	all	III
1. Provide individualized support to strengthen families	all	III
2. Accept and encourage language and culture of home and families	all	III
C. COMMUNICATE WITH PARENTS	all	III
1. Seek and share information about child with parents	all	III
2. Explain center policies, program, and regulations to parents	all	III
3. Discuss with parents any signs of illness, discomfort, or unusual behavior of child	all	III
D. INVOLVE PARENTS WITH CENTER		
1. Facilitate activities of a parent organization	all	III

Training Topics and Tasks	Age Group	Skill Level
a. Assist in developing and promoting a parent group	all	III
b. Conduct workshops and meetings designed to meet expressed and recognized parent needs	all	III
2. Involve parents in center planning	all	III
3. Invite parents to share skills and talents	all	III
VIII. PERSONNEL		
A. MANAGEMENT		
1. Maintain staff	all	III
a. Determine staff qualifications	all	III
b. Hire and dismiss employees	all	III
2. Develop, implement, and revise personnel policies	all	III
3. Schedule staff	all	III
a. Establish staffing patterns to assure management responsibility and to provide stability in child care	all	III
b. Open and close center, or delegate	all	III
B. SUPERVISION		
1. Supervise classroom personnel	all	III
2. Supervise support staff	all	III
C. EVALUATION		
1. Involve staff in self-evaluation	all	III
2. Evaluate and review with staff	all	III
D. TRAINING		
1. Review staff evaluation	all	III
2. Conduct or plan staff training as needs indicate	all	III

Training Topics and Tasks	Age Group	Skill Level
E. STAFF INTERACTION		
1. Promote interpersonal staff relationships	all	III
2. Seek and share ideas and suggestions with other staff members	all	III
3. Share ideas and information on center operations and activities	all	III
IX. ADMINISTRATION		
A. ADMINISTRATIVE STYLES AND SKILLS		
1. Assess employees' potentials	all	III
2. Delegate responsibilities	all	III
B. FINANCIAL RESPONSIBILITIES		
1. Secure funding sources	all	III
2. Plan budget	all	III
3. Establish and collect child care fees	all	III
4. Maintain financial records	all	III
C. PURCHASING		
1. Purchase or secure nonprogram supplies (office, maintenance, etc) and food	all	III
2. Purchase or secure program supplies, equipment, and materials	all	III
D. REGULATIONS		
1. Insure compliance with local, state, and federal regulations	all	III
2. Assist in maintaining compliance with local, state, and federal regulations	all	III
3. Complete regulatory forms and records as required	all	III
E. RECORD KEEPING		
1. Maintain staff personnel records	all	III
2. Post and maintain attendance	all	III

Training Topics and Tasks	Age Group	Skill Level
3. Keep employee time records	all	III
F. BOARD OF DIRECTORS		
1. Develop board as required	all	III
2. Work with governing board	all	III
X. FACILITY OPERATION		
A. PHILOSOPHY, GOALS, POLICIES		
1. Develop and administer center policies on program operation, transportation, parent involvement, social services, health, nutrition, training, advertising and public relations	all	III
2. Implement and support center philosophy, goals, and policies	all	III
3. Evaluate center operation	all	III
B. OFFICE FUNCTIONS		
1. Perform office functions, such as typing, answering telephone, receiving and recording fees, etc., or assign responsibility	all	III
2. Operate center equipment such as camera, projector, tape recorder, etc.	all	III

II. Program Coordinator

Training Topics and Tasks	Age Group	Skill Level
I. CHILD GROWTH AND DEVELOPMENT: PHYSICAL, INTELLECTUAL, EMOTIONAL, AND SOCIAL		
A. INFANT/TODDLER DEVELOPMENT, NORMAL AND DEVIANT	all	III
B. PRE-SCHOOL CHILD DEVELOPMENT, NORMAL AND DEVIANT	all	III
C. SCHOOL-AGE CHILD DEVELOPMENT, NORMAL AND DEVIANT	all	III
II. OBSERVATION AND RECORDING		
A. PURPOSES OF OBSERVATION	all	III
B. MODES OF OBSERVATION	all	III
C. METHODS OF RECORDING	all	III
III. SAFE ENVIRONMENT		
A. PREVENTION		
1. Safety rules		
a. Develop rules	all	III
b. Implement rules	all	III
c. Stop or redirect unsafe activities	all	III
2. Environmental safety	all	III
a. Keep equipment in safe condition	all	III
b. Keep environment free of hazards	all	III
3. Proper storage		
a. Store dangerous materials properly	all	III
B. EMERGENCY PROCEDURES		
1. Evacuation (fire, hazard)		
a. Develop plans and procedures for handling emergencies	all	III
b. Conduct fire drills	all	III
c. Carry out emergency procedures for fire, accident, etc.	all	III

Training Topics and Tasks	Age Group	Skill Level
2. First aid		
a. Administer proper first aid	all	III
IV. HEALTHY ENVIRONMENT		
A. FACILITY		
1. Maintenance		
a. Clean and maintain program materials and learning environment, bathrooms, kitchen and kitchen equipment, office and lounge areas	all	III
b. Dispose of trash and garbage	all	III
2. Temperature, Ventilation, Lighting		
a. Provide for heating, cooling, lighting and ventilation	all	III
b. Regulate heating, cooling, lighting and ventilation	all	III
B. PHYSICAL HEALTH		
1. Staff Health Requirements		
a. Assure that staff health requirements are met	all	III
2. Children's health		
a. Admission requirements/records		
(1) Maintain immunization and health records	all	III
(2) Review and use individual health records	all	III
b. Daily health observations		
(1) Conduct daily entry and continuing health observation of children	all	III
(2) Report to director any signs of illness, discomfort, or unusual behavior shown by children	all	III

Training Topics and Tasks	Age Group	Skill Level
c. Identification of problems		
(1) Recognize unusual behavior	all	III
(2) Recognize child abuse and report properly	all	III
(3) Recognize physical problems such as vision, speech, hearing, and motor problems	all	III
(4) Recognize signs of physical illness	all	III
d. Illness management		
(1) Follow procedures for care of ill children	all	III
e. Medication procedures		
(1) Store medications properly	all	III
(2) Follow procedures for administering medications	all	III
f. Hygiene		
(1) Model and promote proper personal hygiene	all	III
(2) Provide proper care, as needed, of wounds and infections	all	III
C. NUTRITION		
1. Plan menus based on nutrition needs	all	III
2. Serve nutritious meals and snacks	all	III
3. Provide nutrition education	all	III
V. LEARNING ENVIRONMENT		
A. PROVISION OF MATERIALS AND EQUIPMENT		
1. Select appropriate and challenging materials and equipment	all	III
2. Provide soft areas such as cushions, pillows, carpet, stuffed animals, blankets, sand, grassy spots and laps	all	III

Training Topics and Tasks	Age Group	Skill Level
B. SPACE ARRANGEMENT		
1. Arrange learning environment for maximum effectiveness and aesthetic value	all	III
2. Arrange room with suitable learning centers	all	III
3. Provide areas for group activities	all	III
4. Plan spaces for privacy	all	III
C. MAINTAINING ORDER		
1. Maintain, with children, order in the environment	all	III
VI. PROGRAMMING FOR OPTIMAL DEVELOPMENT		
A. PHILOSOPHY AND GOALS		
1. Establish center philosophy	all	III
2. Identify long-range goals	all	III
3. Develop objectives based on goals	all	III
B. PROGRAM DEVELOPMENT		
1. Assess children's emotional, social, intellectual, and physical needs	all	III
2. Develop program plan based on assessment and objectives	all	III
a. Utilize assessment information for individualized planning	all	III
b. Plan special activities such as field trips, birthday parties, swimming, holiday celebrations, cultural activities and events	all	III
3. Arrange schedule to coordinate activities appropriately	all	III
a. Plan and implement daily schedule to meet needs and interests of children; for example, by providing alternating active and quiet periods	all	III

Training Topics and Tasks	Age Group	Skill Level
b. Promote program objectives with use of routine procedures for dressing and undressing children, setting and clearing tables for meals, eating family style, tasting foods, making and clearing beds, toileting and handwashing, assisting with room cleanup, and feeding, diapering, and dressing infants	all	III
4. Implement program, maintaining flexibility, by providing time, materials, and equipment to allow choices by children	all	III
5. Evaluate program, using observation information and children's verbal and non-verbal responses to activities	all	III
C. CURRICULUM		
1. Promote physical growth	all	III
a. Encourage body movement and awareness	all	III
b. Promote and encourage development of small and large muscles through use of equipment and materials	all	III
2. Stimulate intellectual development	all	III
a. Language		
(1) Provide good language model	all	III
(2) Encourage vocabulary building	all	III
(3) Share books and stories	all	III
(4) Support children's native language	all	III
b. Creativity		
(1) Encourage exploring and experimenting	all	III
(2) Stimulate thinking and problem solving	all	III
(3) Reinforce curiosity	all	III
(4) Provide for creative expression through art, music, dramatic play, and problem solving	all	III

Training Topics and Tasks	Age Group	Skill Level
c. Perception		
(1) Provide for sensory experiences	all	III
(2) Promote sense of daring, extending capabilities, with safety	all	III
d. Concepts		
(1) Stimulate and elicit ideas	all	III
(2) Provide opportunities for initiating, attending, and completing	all	III
(3) Develop children's skill in observing relationships and categories	all	III
(4) Promote association of words with objects, events and people	all	III
(5) Support development of concepts of time, space, number, size, shape, and color	all	III
3. Support emotional growth		
a. Self-concept		
(1) Encourage expression of feelings	all	III
(2) Recognize child as a unique individual	all	III
(3) Help each child become aware of and develop control over body	all	III
(4) Provide comfort and security by holding and touching children	all	III
b. Independence		
(1) Encourage development of self-help skills	all	III
(2) Plan activities that provide for success and that challenge but do not frustrate	all	III
(3) Provide opportunities for child to make choices and act independently	all	III
(4) Provide new child's adjustment to group and setting	all	III

Training Topics and Tasks	Age Group	Skill Level
c. Self-discipline		
(1) Help child to find acceptable ways of expressing negative feelings	all	III
(2) Assist child to plan, accept, and understand simple group rules	all	III
(3) Reinforce evidence of child's self-control	all	III
4. Encourage social development		
a. Guidance		
(1) Model acceptable behavior	all	III
(2) Establish and implement realistic and clear expectations for behavior	all	III
(3) Provide positive and consistent reinforcement of children's efforts	all	III
(4) Provide for privacy and close relationships	all	III
(5) Demonstrate to child that adults are trustworthy and loving	all	III
(6) Give appropriate guidance as child solves problems	all	III
(7) Encourage and expect child to respect rights, feelings, and property of others	all	III
(8) Encourage appropriate social play	all	III
b. Sex-roles		
(1) Support varied sex-role activities	all	III
(2) Provide necessary materials	all	III
c. Culture		
(1) Support home and family language and culture	all	III
(2) Provide appropriate special materials and activities	all	III

Training Topics and Tasks	Age Group	Skill Level
VII. HOME-CENTER RELATIONSHIPS		
A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY	all	III
B. SUPPORT FAMILY STRUCTURE	all	III
1. Provide individualized support to strengthen families	all	III
2. Accept and encourage language, culture, and values of homes and families	all	III
a. Discuss childrearing practices with parents	all	III
b. Assess needs of each child in terms of values of parents	all	III
3. Refer parents to agencies for assistance with social, health, education, economic, or legal problems	all	III
C. COMMUNICATE WITH PARENTS		
1. Confer regularly with parents	all	III
a. Seek and share information about child with parents	all	III
b. Explain to parents center policies, program, and regulations	all	III
c. Discuss with parents any signs of illness, discomfort, or unusual behavior of child	all	III
2. Provide appropriate references for parents of children with special needs	all	III
D. INVOLVE PARENTS WITH CENTER		
1. Facilitate the activities of parent organizations	all	III
a. Assist in developing and promoting a parent group	all	III
b. Conduct workshops and meetings designed to meet expressed and recognized parent needs	all	III

Training Topics and Tasks	Age Group	Skill Level
2. Involve parents in center planning	all	III
3. Invite parents to share skills and talents	all	III
VIII. PERSONNEL		
A. MANAGEMENT		
1. Maintain staff		
a. Determine staff qualifications and job responsibilities	all	III
b. Hire and dismiss employees	all	II
2. Develop, implement, and revise personnel policies	all	III
3. Schedule staff	all	III
B. SUPERVISION		
1. Supervise classroom personnel	all	III
C. EVALUATION		
1. Involve staff in self-evaluation	all	III
2. Evaluate and review with staff	all	III
D. TRAINING		
1. Review staff evaluations	all	III
2. Conduct or plan staff training as needs indicate	all	III
3. Share ideas and information on center operations and activities	all	III
IX. ADMINISTRATION		
A. ADMINISTRATIVE STYLES AND SKILLS		
1. Assess employees' potentials	all	III
2. Delegate responsibilities	all	III
C. PURCHASING		
1. Purchase or secure program supplies, equipment and materials	all	III

Training Topics and Tasks	Age Group	Skill Level
D. REGULATIONS		
1. Insure compliance with local, state, and federal regulations.	all	III
2. Assist in maintaining compliance with local, state, and federal regulations	all	III
3. Complete regulatory forms and records as required	all	III
E. RECORD KEEPING		
1. Record developmental progress of children	all	III
X. FACILITY OPERATION		
A. PHILOSOPHY, GOALS, POLICIES		
1. Develop and administer center policies on program operation, transportation, parent involvement, social services, health, nutrition, training, advertising, and public relations	all	III
2. Implement and support center philosophy, goals, and policies	all	III
3. Evaluate center operations	all	III
B. OFFICE FUNCTIONS		
1. Operate center equipment such as camera, projector, tape recorder, etc.		

III. Social Worker

Training Topics and Tasks	Age Group	Skill Level
I. CHILD GROWTH AND DEVELOPMENT: PHYSICAL, INTELLECTUAL, EMOTIONAL, AND SOCIAL		
A. INFANT/TODDLER DEVELOPMENT, NORMAL AND DEVIANT	all	III
B. PRE-SCHOOL CHILD DEVELOPMENT, NORMAL AND DEVIANT	all	III
C. SCHOOL-AGE CHILD DEVELOPMENT, NORMAL AND DEVIANT	all	III
II. OBSERVATION AND RECORDING		
A. PURPOSES OF OBSERVATION	all	III
B. MODES OF OBSERVATION	all	III
C. METHODS OF RECORDING	all	III
III. HEALTHY ENVIRONMENT		
A. PHYSICAL HEALTH		
1. Staff health requirements		
a. Assure that staff health requirements are met	all	III
2. Children's health		
a. Admission requirements/records		
(1) Maintain immunization and health records	all	III
(2) Review and use individual health records	all	III
b. Identification of problems		
(1) Recognize unusual behavior	all	III
(2) Recognize child abuse and report properly	all	III
(3) Recognize physical problems such as vision, speech, hearing, and motor problems	all	III

47

Training Topics and Tasks	Age Group	Skill Level
c. Hygiene		
(1) Model and promote proper personal hygiene	all	III
IV. PROGRAMMING FOR OPTIMAL DEVELOPMENT		
A. PHILOSOPHY AND GOALS		
1. Establish center philosophy	all	III
B. CURRICULUM		
1. Stimulate intellectual development		
a. Language		
(1) Provide good language model	all	III
V. HOME-CENTER RELATIONSHIPS		
A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY	all	III
B. SUPPORT FAMILY STRUCTURE		
1. Provide individualized support to strengthen families	all	III
2. Accept and encourage language, culture, and values of homes and families	all	III
a. Discuss childrearing practices with parents	all	III
b. Assess needs of each child in terms of values of parents	all	III
3. Refer parents to agencies for assistance with social, health, education, economic or legal problems	all	III
C. COMMUNICATE WITH PARENTS		
1. Confer regularly with parents	all	III
a. Seek and share information about child with parents	all	III
b. Explain to parents center policies, program, and regulations	all	III

Training Topics and Tasks	Age Group	Skill Level
c. Discuss with parents any signs of illness, discomfort, or unusual behavior of child	all	III
2. Provide appropriate references for parents of children with special needs	all	III
D. INVOLVE PARENTS WITH CENTER		
1. Facilitate the activities of parent organization	all	III
a. Assist in developing and promoting a parent group	all	III
b. Conduct workshops and meetings designed to meet expressed and recognized parent needs	all	III
2. Involve parents in center planning	all	III
3. Invite parents to share skills and talents	all	III
VI. PERSONNEL		
A. EVALUATION		
1. Involve staff in self-evaluation	all	III
2. Evaluate and review with staff	all	III
B. TRAINING		
1. Review staff evaluations	all	III
2. Conduct or plan staff training as needs indicate	all	III
C. STAFF INTERACTION		
1. Promote interpersonal staff relationships	all	III
2. Seek and share ideas and suggestions with other staff	all	III
3. Share ideas and information on center operations and activities	all	III
VII. ADMINISTRATION		
A. REGULATIONS		

Training Topics and Tasks	Age Group	Skill Level
1. Insure compliance with local, state, and federal regulations	all	III
2. Assist in maintaining compliance with local, state, and federal regulations	all	III
3. Complete regulatory forms and records as required	all	III
A. RECORD KEEPING		
1. Maintain social service records	all	III
VIII. FACILITY OPERATION		
A. PHILOSOPHY, GOALS, POLICIES		
1. Develop and administer center policies on program operation, transportation, parent involvement, social services, health, nutrition, training, advertising and public relations	all	III
2. Implement and support center philosophy, goals, policies	all	III
3. Evaluate center operation	all	III

IV. Teacher

Training Topics and Tasks	Age Group	Skill Level
I. CHILD GROWTH AND DEVELOPMENT: PHYSICAL, INTELLECTUAL, EMOTIONAL, AND SOCIAL		
A. INFANT/TODDLER DEVELOPMENT		
1. Normal	0-2 years	III
	3-5 years	II
	school age	II
2. Deviant	0-2 years	III
	3-5 years	II
B. PRE-SCHOOL CHILD DEVELOPMENT		
1. Normal	0-2 years	II
	3-5 years	III
	school age	II
2. Deviant	0-2 years	II
	3-5 years	III
	school age	II
C. SCHOOL-AGE CHILD DEVELOPMENT		
1. Normal	0-2 years	II
	3-5 years	II
	school age	III
2. Deviant	3-5 years	II
	school age	III
II. OBSERVATION AND RECORDING		
A. PURPOSES OF OBSERVATION	all	III
B. MODES OF OBSERVATION	all	III
C. METHODS OF RECORDING	all	III
III. SAFE ENVIRONMENT		
A. PREVENTION		
1. Safety rules		
a. Develop rules	all	III
b. Implement rules	all	III
c. Stop or redirect unsafe activities	all	III

Training Topics and Tasks	Age Group	Skill Level
2. Environmental safety		
a. Keep equipment in safe condition	all	III
b. Keep environment free of hazards	all	III
3. Proper storage		
a. Store dangerous materials properly	all	III
B. EMERGENCY PROCEDURES		
1. Evacuation (fire, hazard)		
a. Develop plans and procedures for handling emergencies	all	III
b. Conduct fire and hazard drills	all	III
c. Carry out emergency procedures for fire, accident, etc.	all	III
2. First aid		
a. Administer proper first aid	all	III
IV. HEALTHY ENVIRONMENT		
A. FACILITY		
1. Maintenance		
a. Clean and maintain program materials and learning environment, bathrooms, kitchen and kitchen equipment, office and lounge areas	all	III
b. Dispose of trash and garbage	all	III
2. Children's health		
a. Admission requirements/records		
(1) Review and use individual health records	all	III
b. Daily health observation		
(1) Conduct daily entry and continuing health observation of children	all	III

Training Topics and Tasks	Age Group	Skill Level
(2) Report to director any signs of illness, discomfort, or unusual behavior shown by children	all	III
c. Identification of problems		
(1) Recognize unusual behavior	all	III
(2) Recognize child abuse and report properly	all	III
(3) Recognize physical problems such as vision, speech, hearing and motor problems	all	III
(4) Recognize signs of physical illness	all	III
d. Illness management		
(1) Follow procedures for care of ill children	all	III
e. Medication procedures		
(1) Store medications properly	all	III
(2) Follow procedures for administering medications	all	III
f. Hygiene		
(1) Model and promote proper personal hygiene	all	III
C. NUTRITION		
1. Serve nutritious meals and snacks	all	III
2. Provide nutrition education	all	III
V. LEARNING ENVIRONMENT		
A. PROVISION OF MATERIALS AND EQUIPMENT		
1. Select appropriate and challenging materials and equipment	all	III
2. Provide soft areas such as cushions, pillows, carpet, stuffed animals, blankets, sand, grassy spots and laps	all	III

Training Topics and Tasks	Age Group	Skill Level
B. SPACE ARRANGEMENT		
1. Arrange learning environment for maximum effectiveness and aesthetic value	all	III
2. Arrange room with suitable learning centers	all	III
3. Provide areas for group activities	all	III
4. Plan spaces for privacy	all	III
C. MAINTAINING ORDER		
1. Maintain, with children, order in the environment	all	III
VI. PROGRAMMING FOR OPTIMAL DEVELOPMENT		
A. PHILOSOPHY AND GOALS		
1. Identify long-range goals	all	II
2. Develop objectives based on goals	all	III
B. PROGRAM DEVELOPMENT		
1. Assess children's emotional, social, intellectual, and physical needs	all	III
2. Develop program plan based on assessment and objectives	all	III
a. Utilize assessment information for individualized planning	all	III
b. Plan special activities such as field trips, birthday parties, swimming, holiday celebrations, cultural activities and events	all	III
3. Arrange schedule to coordinate activities appropriately	all	III
a. Plan and implement daily schedule to meet needs and interests of children; for example, by providing alternating active and quiet periods	all	III
b. Promote program objectives with use of routine procedures for:	all	III

Training Topics and Tasks	Age Group	Skill Level
(1) Dressing and undressing children	0-2 years 3-5 years	III III
(2) Setting and clearing tables for meals	all	III
(3) Eating family style	all	III
(4) Tasting foods	all	III
(5) Making and clearing beds	all	III
(6) Toileting and handwashing	all	III
(7) Assisting with room cleanup	all	III
(8) Feeding, diapering, and dressing infants	0-2 years	III
4. Implement program, maintaining flexibility, by providing time, materials, and equipment to allow choices by children	all	III
5. Evaluate program, using observation information and children's verbal and non-verbal responses to activities	all	III
C. CURRICULUM		
1. Promote physical growth	all	III
a. Encourage body movement and awareness	all	III
b. Promote and encourage development of small and large muscles through use of equipment and materials	all	III
2. Stimulate intellectual development	all	III
a. Language		
(1) Provide good language model	all	III
(2) Encourage vocabulary building	all	III
(3) Share books and stories	all	III
(4) Support children's native language	all	III

Training Topics and Tasks	Age Group	Skill Level
b. Creativity		
(1) Encourage exploring and experimenting	all	III
(2) Stimulate thinking and problem solving	all	III
(3) Reinforce curiosity	all	III
(4) Provide for creative expression through art, music, dramatic play, and problem-solving	all	III
c. Perception		
(1) Provide for sensory experiences	all	III
(2) Promote sense of daring, extending capabilities, with safety	all	III
d. Concepts		
(1) Stimulate and elicit ideas	all	III
(2) Provide opportunities for initiating, attending, and completing	all	III
(3) Develop children's skill in observing relationships and categories	all	III
(4) Promote association of words with objects, events, and people	all	III
(5) Support development of concepts of time, space, number, size, shape and color	all	III
3. Support emotional growth		
a. Self-concept		
(1) Encourage expression of feelings	all	III
(2) Recognize child as a unique individual	all	III
(3) Help each child become aware of and develop control over body	all	III
(4) Provide comfort and security by holding and touching children	all	III

Training Topics and Tasks	Age Group	Skill Level
b. Independence		
(1) Encourage development of self-help skills	all	III
(2) Plan activities that provide for success and that challenge but do not frustrate	all	III
(3) Provide opportunities for child to make choices and act independently	all	III
(4) Provide new child's adjustment to group and setting	all	III
c. Self-discipline		
(1) Help child to find acceptable ways of expressing negative feelings	all	III
(2) Assist child to plan, accept, and understand simple group rules	all	III
(3) Reinforce evidence of child's self-control	all	III
4. Encourage social development		
a. Guidance		
(1) Model acceptable behavior	all	III
(2) Establish and implement realistic and clear expectations for behavior	all	III
(3) Provide positive and consistent reinforcement of children's efforts	all	III
(4) Provide for privacy and close relationships	all	III
(5) Demonstrate to child that adults are trustworthy and loving	all	III
(6) Give appropriate guidance as child solves problems	all	III
(7) Encourage and expect child to respect rights, feelings, and property of others	all	III
(8) Encourage appropriate social play	all	III

Training Topics and Tasks	Age Group	Skill Level
b. Sex-roles		
(1) Support various sex-role activities	all	III
(2) Provide necessary materials	all	III
c. Culture		
(1) Support home and family language and culture	all	III
(2) Provide appropriate special materials and activities	all	III
VII. HOME-CENTER RELATIONSHIPS		
A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY	all	III
B. SUPPORT FAMILY STRUCTURE	all	III
1. Provide individualized support to strengthen families	all	III
2. Accept and encourage language, culture, and values of homes and families	all	III
C. COMMUNICATE WITH PARENTS		
1. Confer regularly with parents	all	III
a. Seek and share information about child with parents	all	III
b. Communicate regularly with parents concerning progress of child	all	III
c. Hold conferences regularly	all	III
d. Explain to parents center policies, program, and regulations	all	II
e. Discuss with parents any signs of illness, discomfort, or unusual behavior of child	all	II
2. Provide appropriate references for parents of children with special needs	all	II
D. INVOLVE PARENTS WITH CENTER		
1. Invite parents to share skills and talents	all	III

Training Topics and Tasks	Age Group	Skill Level
VIII. PERSONNEL		
A. SUPERVISION		
1. Supervise classroom personnel	all	II
B. EVALUATION		
1. Involve staff in self-evaluation	all	III
C. STAFF INTERACTION		
1. Promote interpersonal staff relationships	all	III
2. Seek and share ideas and suggestions with other staff	all	III
3. Share ideas and information on center operations and activities	all	III
IX. ADMINISTRATION		
A. REGULATIONS		
1. Assist in maintaining compliance with local, state, and federal regulations	all	III
B. RECORD KEEPING		
1. Post and maintain attendance	all	III
2. Record developmental progress of children	all	III
X. FACILITY OPERATION		
A. PHILOSOPHY, GOALS, POLICIES		
1. Implement and support center philosophy, goals, policies	all	III
B. OFFICE FUNCTIONS		
1. Operate center equipment such as camera, projector, tape recorder, etc.	all	III

V. Assistant Teacher

Training Topics and Tasks	Age Group	Skill Level
I. CHILD GROWTH AND DEVELOPMENT: PHYSICAL, INTELLECTUAL, EMOTIONAL, AND SOCIAL		
A. INFANT/TODDLER DEVELOPMENT		
1. Normal	0-2 years	II
2. Deviant	0-2 years	II
B. PRE-SCHOOL CHILD DEVELOPMENT		
1. Normal	3-5 years	II
2. Deviant	3-5 years	II
C. SCHOOL-AGE CHILD DEVELOPMENT		
1. Normal	school age	II
2. Deviant	school age	II
II. OBSERVATION AND RECORDING		
A. PURPOSES OF OBSERVATION	all	II
B. MODES OF OBSERVATION	all	II
C. METHODS OF RECORDING	all	II
III. SAFE ENVIRONMENT		
A. PREVENTION		
1. Safety rules		
a. Implement rules	all	III
b. Stop or redirect unsafe activities	all	III
2. Environmental safety		
a. Keep equipment in safe condition	all	III
b. Keep environment free of hazards	all	III
3. Proper storage		
a. Store dangerous materials properly	all	III

Training Topics and Tasks	Age Group	Skill Level
B. EMERGENCY PROCEDURES		
1. Evacuation (fire, hazard)		
a. Carry out emergency procedures for fire, accident, etc.	all	III
2. First aid		
a. Administer proper first aid	all	III
IV. HEALTHY ENVIRONMENT		
A. FACILITY		
1. Maintenance		
a. Clean and maintain program materials and learning environment, bathrooms, kitchen and kitchen equipment, office and lounge areas	all	III
b. Dispose of trash and garbage	all	III
2. Temperature, ventilation, lighting		
a. Regulate heating, cooling, lighting and ventilation	all	III
B. PHYSICAL HEALTH		
1. Staff health requirements		
a. Assure that staff health requirements are met	all	III
2. Children's health		
a. Daily health observation		
(1) Conduct daily entry and continuing health observation of children	all	II
(2) Report to director any signs of illness, discomfort or unusual behavior shown by children	all	II
b. Identification of problems		
(1) Recognize unusual behavior	all	II

Training Topics and Tasks	Age Group	Skill Level
(2) Recognize child abuse and report properly	all	II
(3) Recognize signs of physical illness	all	II
c. Illness management		
(1) Follow procedures for care of ill children	all	II
d. Medication procedures		
(1) Store medications properly	all	III
e. Hygiene		
(1) Model and promote proper personal hygiene	all	III
(2) Provide proper care, as needed, of wounds and infections	all	III
C. NUTRITION		
1. Serve nutritious meals and snacks	all	III
2. Provide nutrition education	all	II
V. LEARNING ENVIRONMENT		
A. PROVISION OF MATERIALS AND EQUIPMENT		
1. Provide soft areas such as cushions, pillows, carpet, stuffed animals, blankets, sand, grassy spots, and laps	all	III
B. MAINTAINING ORDER		
1. Maintain, with children, order in the environment	all	II
VI. PROGRAMMING FOR OPTIMAL DEVELOPMENT		
A. PROGRAM DEVELOPMENT		
1. Plan and implement daily schedule to meet needs and interests of children; for example by providing alternating active and quiet periods	all	II

Training Topics and Tasks	Age Group	Skill Level
2. Promote program objectives with use of routine procedures for:	all	III
a. Dressing and undressing children	0-2 years 3-5 years	III III
b. Setting and clearing tables for meals	all	III
c. Eating family style	all	III
d. Tasting foods	all	III
e. Making and clearing beds	all	III
f. Toileting and handwashing	all	III
g. Assisting with room cleanup	all	III
h. Feeding, diapering, and dressing infants	0-2 years	III
3. Implement program, maintaining flexibility, by providing time, materials, and equipment to allow choices by children	all	II
B. CURRICULUM		
1. Encourage body movement and awareness	all	II
2. Promote and encourage development of small and large muscles through use of equipment and materials	all	II
3. Language		
a. Provide good language model	all	II
b. Encourage vocabulary building	all	II
c. Share books and stories	all	II
d. Support children's native language	all	II
4. Creativity		
a. Encourage exploring and experimenting	all	II
b. Stimulate thinking and problem-solving	all	II
c. Reinforce curiosity	all	II

Training Topics and Tasks	Age Group	Skill Level
d. Provide for creative expression through art, music, dramatic play, and problem solving	all	II
5. Perception		
a. Provide for sensory experiences	all	II
b. Promote sense of daring, extending capabilities, with safety	all	II
6. Concepts		
a. Stimulate and elicit ideas	all	II
b. Provide opportunities for initiating, attending, and completing	all	II
c. Develop children's skill in observing relationships and categories	all	II
d. Promote association of words with objects, events, and people	all	II
e. Support development of concepts of time, space, number, size, shape and color	all	II
7. Self-concept		
a. Encourage expression of feelings	all	II
b. Recognize child as a unique individual	all	II
c. Help each child become aware of and develop control over body	all	II
d. Provide comfort and security by holding and touching children	all	II
8. Independence		
a. Encourage development of self-help skills	all	II
b. Plan activities that provide for success and that challenge but do not frustrate	all	II
c. Provide opportunities for child to make choices and act independently	all	II
d. Provide new child's adjustment to group and setting	all	II

Training Topics and Tasks	Age Group	Skill Level
9. Self-discipline		
a. Help child to find acceptable ways of expressing negative feelings	all	II
b. Assist child to plan, accept, and understand simple group rules	all	II
c. Reinforce evidence of child's self-control	all	II
10. Guidance		
a. Model acceptable behavior	all	III
b. Establish and implement realistic and clear expectations for behavior	all	III
c. Provide positive and consistent reinforcement of children's efforts	all	II
d. Provide for privacy and close relationships	all	II
e. Demonstrate to child that adults are trustworthy and loving	all	III
f. Give appropriate guidance as child solves problems	all	II
g. Encourage and expect child to respect rights, feelings, and property of others	all	II
h. Encourage appropriate social play	all	II
11. Sex-roles		
a. Support varied sex-role activities	all	II
12. Culture		
a. Support home and family language and culture	all	II
VII. HOME-CENTER RELATIONSHIPS		
A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY	all	III
B. SUPPORT FAMILY STRUCTURE	all	III

Training Topics and Tasks	Age Group	Skill Level
1. Provide individualized support to strengthen families	all	II
2. Accept and encourage language, culture, and values of homes and families	all	II
C. COMMUNICATE WITH PARENTS		
1. Confer regularly with parents	all	II
a. Seek and share information about child with parents	all	I
b. Communicate regularly with parents concerning progress of child	all	I
c. Hold conferences regularly	all	I
VIII. PERSONNEL		
A. EVALUATION		
1. Involve staff in self-evaluation	all	II
B. STAFF INTERACTION		
1. Promote interpersonal staff relationships	all	II
2. Seek and share ideas and suggestions with other staff	all	II
3. Share ideas and information on center operations and activities	all	II
IX. ADMINISTRATION		
A. REGULATIONS		
1. Assist in maintaining compliance with local, state, and federal regulations	all	III
X. FACILITY OPERATION		
A. PHILOSOPHY, GOALS, POLICIES		
1. Implement and support center philosophy, goals, policies	all	II
B. OFFICE FUNCTIONS		
1. Operate center equipment such as camera, projector, tape recorder, etc.	all	III

VI. Teacher Aide

Training Topics and Tasks	Age Group	Skill Level
I. CHILD GROWTH AND DEVELOPMENT: PHYSICAL, INTELLECTUAL, EMOTIONAL, SOCIAL		
A. INFANT/TODDLER DEVELOPMENT		
1. Normal	0-2 years	I
B. PRE-SCHOOL CHILD DEVELOPMENT		
1. Normal	3-5 years	I
II. SAFE ENVIRONMENT		
A. PREVENTION		
1. Safety rules		
a. Implement rules	all	III
b. Stop or redirect unsafe activities	all	III
2. Environmental safety		
a. Keep equipment in safe condition	all	III
b. Keep environment free of hazards	all	III
3. Proper storage		
a. Store dangerous materials properly	all	III
B. EMERGENCY PROCEDURES		
1. Evacuation (fire, hazard)		
a. Carry out emergency procedures for fire, accident, etc.	all	III
2. First aid		
a. Administer proper first aid	all	I
III. HEALTHY ENVIRONMENT		
A. FACILITY		
1. Maintenance		

Training Topics and Tasks	Age Group	Skill Level
a. Clean and maintain program materials and learning environment, bathrooms, kitchen and kitchen equipment, office and lounge areas	all	III
b. Dispose of trash and garbage	all	III
2. Temperature, ventilation and lighting		
a. Regulate heating, cooling, lighting and ventilation	all	I
B. PHYSICAL HEALTH		
1. Staff health requirements		
a. Assure that staff health requirements are met	all	III
2. Children's health		
a. Daily health observation		
(1) Conduct daily entry and continuing health observation of children	all	I
(2) Report to director any signs of illness, discomfort, or unusual behavior shown by children	all	I
b. Identification of problems		
(1) Recognize unusual behavior	all	I
(2) Recognize child abuse and report properly	all	I
(3) Recognize signs of physical illness	all	I
c. Illness management		
(1) Follow procedures for care of ill children	all	I
d. Medication procedures		
(1) Store medications properly	all	III
e. Hygiene		

Training Topics and Tasks	Age Group	Skill Level
(1) Model and promote proper personal hygiene	all	III
(2) Provide proper care, as needed, of wounds and infections	all	III
C. NUTRITION		
1. Serve nutritious meals and snacks	all	III
2. Provide nutrition education	all	I
IV. LEARNING ENVIRONMENT		
A. PROVISION OF MATERIALS AND EQUIPMENT		
1. Provide soft areas such as cushions, pillows, carpet, stuffed animals, blankets, sand, grassy spots and laps	all	III
B. MAINTAINING ORDER		
1. Maintain, with children, order in the environment	all	I
V. PROGRAMMING FOR OPTIMAL DEVELOPMENT		
A. PROGRAM DEVELOPMENT		
1. Promote program objectives with use of routine procedures for:		
a. Dressing and undressing children	all	III
b. Setting and clearing tables for meals	all	III
c. Eating family style	all	III
d. Tasting foods	all	III
e. Making and clearing beds	all	III
f. Toileting and handwashing	all	III
g. Assisting with room cleanup	all	III
h. Feeding, diapering, and dressing infants	0-2 years	III
2. Implement program, maintaining flexibility, by providing time, materials, and equipment to allow choices by children	all	I

Training Topics and Tasks	Age Group	Skill Level
B. CURRICULUM		
1. Encourage body movement and awareness	all	I
2. Promote and encourage development of small muscles through use of equipment and materials	all	I
3. Language		
a. Provide good language model	all	I
b. Encourage vocabulary building	all	I
c. Share books and stories	all	I
d. Support children's native language	all	I
4. Creativity		
a. Encourage exploring and experimenting	all	I
b. Stimulate thinking and problem solving	all	I
c. Reinforce curiosity	all	I
d. Provide for creative expression through art, music, dramatic play, and problem solving	all	I
5. Perception		
a. Provide for sensory experiences	all	I
b. Promote sense of daring, extending capabilities, with safety	all	I
6. Concepts		
a. Stimulate and elicit ideas	all	I
b. Provide opportunities for initiating, attending, completing	all	I
c. Develop children's skill in observing relationships and categories	all	I
d. Promote association of words with objects, events, and people	all	I
e. Support development of concepts of time, space, number, size, shape and color	all	I

Training Topics and Tasks	Age Group	Skill Level
7. Self-concept		
a. Encourage expression of feelings	all	I
b. Recognize child as a unique individual	all	I
c. Help each child become aware of and develop control over body	all	I
d. Provide comfort and security by holding and touching children	all	I
8. Independence		
a. Encourage development of self-help skills	all	I
b. Plan activities that provide for success and that challenge but do not frustrate	all	I
c. Provide opportunities for child to make choices and act independently	all	I
d. Provide new child's adjustment to group and setting	all	I
9. Self-discipline		
a. Help child to find acceptable ways of expressing negative feelings	all	I
b. Assist child to plan, accept, and understand simple group rules	all	I
c. Reinforce evidence of child's self-control	all	I
10. Guidance		
a. Model acceptable behavior	all	III
b. Establish and implement realistic and clear expectations for behavior	all	III
c. Provide positive and consistent reinforcement of children's efforts	all	I
d. Provide for privacy and close relationships	all	I
e. Demonstrate to child that adults are trustworthy and loving	all	III

Training Topics and Tasks	Age Group	Skill Level
f. Give appropriate guidance as child solves problems	all	I
g. Encourage and expect child to respect rights, feelings, and property of others	all	I
h. Encourage appropriate social play	all	I
11. Sex-roles		
a. Support varied sex-role activities	all	I
12. Culture		
a. Support home and family language and culture	all	I
VI. HOME-CENTER RELATIONSHIPS		
A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY	all	III
B. SUPPORT FAMILY STRUCTURE	all	III
1. Provide individualized support to strengthen families	all	I
2. Accept and encourage language, culture, and values of homes and families	all	I
C. COMMUNICATE WITH PARENTS		
1. Confer regularly with parents	all	I
a. Seek and share information about child with parents	all	I
VII. PERSONNEL		
A. EVALUATION		
1. Involve staff in self-evaluation	all	I
B. STAFF INTERACTION		
1. Promote interpersonal staff relationships	all	I
2. Seek and share ideas and suggestions with other staff	all	I
3. Share ideas and information on center operations and activities	all	I

Training Topics and Tasks	Age Group	Skill Level
VIII. ADMINISTRATION		
A. REGULATIONS		
1. Assist in maintaining compliance with local, state, and federal regulations	all	III
IX. FACILITY OPERATIONS		
A. PHILOSOPHY, GOALS, POLICIES		
1. Implement and support center philosophy, goals, policies	all	I

TRAINING TOPICS BY SKILL LEVELS

Chart 4 organizes training topics and tasks according to skill levels that must be achieved to progress to each career level. Each training topic and task is followed by a list of skill levels appropriate to the specified career levels. This chart can be used as a basis for standard mastery requirements.

Chart 4. SKILL LEVELS

Key: Skill levels

III Highly competent
II Competent
I Minimally competent

I. CHILD GROWTH AND DEVELOPMENT

A. INFANT/TODDLER DEVELOPMENT

1. Normal development: physical, intellectual, emotional, social

Skill Level III	Skill Level II	Skill Level I
Program coordinator	Teacher, school age	Administrator/Mgr.
Social Worker	Teacher, 3-5 yrs.	Teacher aide, 0-2 yrs.
Teacher, 0-2 yrs.	Assistant teacher, 0-2	

2. Deviant development: physical, intellectual, emotional, social

Skill Level III	Skill Level II	Skill Level I
Program coordinator	Teacher, 3-5 yrs	Administrator/Mgr.
Social Worker	Asst. teacher, 0-2 yrs.	
Teacher, 0-2 yrs.		

B. PRE-SCHOOL CHILD DEVELOPMENT

1. Normal development: physical, intellectual, emotional, social

Skill Level III	Skill Level II	Skill Level I
Program coordinator	Teacher, 0-2 yrs.	Administrator/Mgr.
Social Worker	Teacher, school age	Teacher aide, 3-5 yrs.
Teacher, 3-5 yrs.	Asst. teacher, 3-5 yrs.	

2. Deviant development: physical, intellectual, emotional, social

Skill Level III	Skill Level II	Skill Level I
Program coordinator	Teacher, 0-2 yrs	Administrator/Mgr.
Social Worker	Teacher, school age	
Teacher, 3-5 yrs.	Asst. teacher, 3-5 yrs.	

C. SCHOOL-AGE CHILD DEVELOPMENT

1. Normal development: physical, intellectual, emotional, social

Skill Level III	Skill Level II	Skill Level I
Program coordinator	Teacher, 0-2 years	Administrator/Mgr.
Social worker	Teacher, 3-5 years	
Teacher, school age	Asst. teacher, school age	

2. Deviant development: physical, intellectual, emotional, social

Skill Level III	Skill Level II	Skill Level I
Program coordinator	Teacher, 3-5 years	Administrator/Mgr.
Social Worker	Asst. teacher, school age	
Teacher, school age		

II. OBSERVATION AND RECORDING

A. PURPOSES OF OBSERVATION

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.	Asst. teachers, all	
Program coordinator		
Social worker		
Teacher, all		

B. MODES OF OBSERVATION

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.	Asst. teachers, all	
Program coordinator		
Social worker		
Teacher, all		

C. METHODS OF RECORDING

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.	Asst. teachers, all	
Program coordinator		
Social worker		
Teacher, all		

III. SAFE ENVIRONMENT

A. PREVENTION

1. Safety Rules

a. Develop rules

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		

b. Implement rules

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Asst. teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

2. Environmental Safety

a. Keep equipment in safe condition

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Asst. teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

b. Keep environment free from hazards

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Asst. teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

3. Proper Storage

a. Store dangerous materials properly

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program Coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

B. EMERGENCY PROCEDURES

1. Evacuation (fire, hazard)

a. Develop plans and procedures for handling emergencies

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program Coordinator		
Teacher, all		

b. Conduct fire and hazard drills

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		

c. Carry out emergency procedures for fire, accident, etc.

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

2. First Aid

a. Administer proper first aid

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		Teacher Aide, 0-2,3-5 yrs.
Program coordinator		
Teacher, all		
Assistant teacher, all		

IV. HEALTHY ENVIRONMENT

A. FACILITY

1. Maintenance

a. Schedule building maintenance

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

b. Clean and maintain program materials and equipment, learning environment, bathrooms, kitchen and kitchen equipment, office and lounge areas

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2,3-5 yrs.		

c. Dispose of trash and garbage

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

2. Temperature, Ventilation, Lighting

a. Provide for heating, cooling, lighting, and ventilation of building

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		

b. Regulate heating, cooling, lighting, and ventilation

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		Teacher aide, 0-2,3-5 yrs.
Program coordinator		
Teacher, all		
Assistant teacher, all		

3. Laundry

a. Assure proper handling of soiled linens

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

B. PHYSICAL HEALTH

1. Staff Health Requirements

a. Assure that staff health requirements are met

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all Assistant teacher, all Teacher aide, 0-2,3-5 yrs.		

2. Children's Health

a. Admissions requirements/records

(1) maintain immunization and health records

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Social worker		

(2) review and use individual health records

Skill Level III	Skill Level II	Skill Level I
Program coordinator Social worker Teacher, all		

b. Daily health observations

(1) conduct daily entry and continuing health observations of children

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide,0-2,3-5 yrs.

(2) report to director any signs of illness, discomfort, or unusual behavior shown by children

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

c. Identification of problems

(1) recognize unusual behavior

Skill Level III	Skill Level II	Skill Level I
Program coordinator Social worker Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

(2) recognize child abuse and report properly

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

(3) recognize physical problems such as vision, speech, hearing, and motor problems

Skill Level III	Skill Level II	Skill Level I
Program coordinator Social worker Teacher, all		

(4) recognize signs of physical illness

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

d. Illness management

(1) follow procedures for care of ill children

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

e. Medication procedures

(1) store medications properly

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

(2) follow procedures for administering medications

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		

f. Hygiene

(1) model and promote proper personal hygiene

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Social worker		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

(2) provide proper care, as needed, of wounds and infections

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2,3-5 yrs.		

C. NUTRITION

1. Plan menus based on nutrition inventory as needed

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		

2. Plan food purchases, based on inventory as needed

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

3. Prepare and store food hygienically

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

4. Serve nutritious meals and snacks

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

5. Provide nutritious education

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

V. LEARNING ENVIRONMENT

A. PROVISION OF MATERIALS AND EQUIPMENT

1. Select appropriate and challenging materials and equipment

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

2. Provide soft areas such as cushions, pillows, carpet, stuffed animals, blankets, sand, grassy spots and laps

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all Assistant teacher, all Teacher aide, 0-2, 3-5 yrs.		Administrator/Mgr.

B. SPACE ARRANGEMENT

1. Arrange learning environment for maximum effectiveness and aesthetic value

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

2. Arrange room with suitable learning centers

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

3. Provide area for group activities

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

4. Plan spaces for privacy

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

C. MAINTAIN ORDER

1. Maintain, with children, order in the environment

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide,0-2,3-5 yrs.

VI. PROGRAMMING FOR OPTIMAL DEVELOPMENT

A. PHILOSOPHY AND GOALS

1. Establish center philosophy

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

2. Identify long-range goals

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator	Teacher, all	

3. Develop objectives based on goals

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

B. PROGRAM DEVELOPMENT

1. Assess children's emotional, social, intellectual, and physical needs

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

2. Develop program plan based on assessment and objectives

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

a. Utilize assessment information for individual planning

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

b. Plan special activities such as field trips, birthday parties, etc.

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

3. Arrange schedule to coordinate activities appropriately

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

a. Plan and implement daily schedule to meet needs and interests of children; for example, by providing alternating active and quiet periods

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	

b. Promote program objectives with use of routine procedures for:

Skill Level III	Skill Level II	Skill Level I
Program coordinator	Administrator/Mgr.	
Teacher, all		
Assistant Teacher, all		
Teacher aide 0-2, 3-5 yrs.		

(1) Dressing and undressing children

Skill Level III	Skill Level II	Skill Level I
Program coordinator		
Teacher, 0-2, 3-5 yrs.		
Assistant teacher, 0-2, 3-5 yrs.		
Teacher aide, 0-2, 3-5 yrs.		

(2) Setting and clearing tables for meals

Skill Level III	Skill Level II	Skill Level I
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

(3) Eating family style

Skill Level III	Skill Level II	Skill Level I
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

(4) Tasting foods

Skill Level III	Skill Level II	Skill Level I
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

(5) Making and clearing beds

Skill Level III	Skill Level II	Skill Level I
Program coordinator		
Teacher, all		
Assistant teacher, all		
Teacher aide, 0-2, 3-5 yrs.		

(6) toileting and handwashing

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all Assistant teacher, all Teacher aide 0-2, 3-5 yrs.		

(7) assisting with room cleanup

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all Assistant teacher, all Teacher aide,0-2, 3-5 yrs.		

(8) feeding, diapering, and dressing infants

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, 0-2 yrs. Assistant teacher, 0-2 yrs. Teacher aide, 0-2 yrs.		

4. Implement program, maintaining flexibility, by providing time, materials, and equipment to allow choices by children

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide,0-2, 3-5 yrs.

5. Evaluate program, using observation information and children's verbal and non-verbal responses to activities

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

C. CIRRICULUM

1. Promote physical growth

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

a. Encourage body movement and awareness

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

b. Promote and encourage development of small and large muscles through use of equipment and materials

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

2. Stimulate intellectual development

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

a. Language

(1) provide good language model

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(2) encourage vocabulary building

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(3) share books and stories

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(4) support children's native language

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

b. Creativity

(1) encourage exploring and experimenting

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(2) stimulate thinking and problem solving

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(3) reinforce curiosity

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(4) provide for creative expression through art, music, dramatic play, and problem solving

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

c. Perception

(1) provide for sensory experiences

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(2) promote sense of daring, extending capabilities, with safety

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

d. Concepts

(1) stimulate and elicit ideas

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(2) provide opportunities for initiating, attending, completing

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(3) develop children's skill in observing relationships and categories

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(4) promote association of words with objects, events, and people

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(5) support development of concepts of time, space, numbers, size, shape, and color

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

3. Support emotional growth

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

a. Self-concept

(1) encourage expression of feelings

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Administrator/Mgr. Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(2) recognize child as a unique individual

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Administrator/Mgr. Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(3) help each child become aware of and develop control over body

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(4) provide comfort and security by holding and touching children

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Administrator/Mgr. Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

b. Independence

(1) encourage development of self-help skills

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(2) plan activities that provide for success and that challenge but do not frustrate

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(3) provide opportunities for child to make choices and act independently

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(4) provide new child's adjustment to group and setting

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

c. Self-discipline

(1) help child to find acceptable way of expressing negative feelings

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(2) assist child to plan, accept, and understand simple group rules

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(3) reinforce evidence of child's self-control

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

4. Encourage social development

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

a. Guidance

(1) model acceptable behavior

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all Assistant teacher, all Teacher aide, 0-2, 3-5 yrs.		

(2) establish and implement realistic and clear expectations for behavior

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all Assistant teacher, all Teacher aide, 0-2, 3-5 yrs.		

(3) provide positive and consistent reinforcement of children's efforts

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(4) provide for privacy and close relationships

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(5) demonstrate to child that adults are trustworthy and loving

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all Assistant teacher, all Teacher aide, 0-2, 3-5 yrs.		

(6) give appropriate guidance as child solves problems

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(7) encourage and expect child to respect rights, feelings, and property of others

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

(8) encourage appropriate social play

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

b. Sex-roles

(1) support varied sex role activities

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

(2) provide necessary materials

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

c. Culture

(1) support home and family language and culture

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

(2) provide appropriate special materials and activities

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

VII. HOME-CENTER RELATIONSHIPS

A. MAINTAIN CONFIDENTIALITY OF INFORMATION ABOUT CHILD AND FAMILY

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all Assistant teacher, all Teacher assistant, 0-2,3-5 yrs.		

B. SUPPORT FAMILY STRUCTURE

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

1. Provide individualized support to strengthen families

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

2. Accept and encourage language, culture and values of homes and families

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Teacher, all	Assistant teacher, all	Teacher aide 0-2, 3-5 yrs.

a. Discuss childrearing practices with parents

Skill Level III	Skill Level II	Skill Level I
Program coordinator Social worker		

b. Assess needs of each child in terms of values of parents

Skill Level III	Skill Level II	Skill Level I
Program coordinator Social worker		

3. Refer parents to agencies for assistance with social, health, education, economic, or legal problems

Skill Level III	Skill Level II	Skill Level I
Social worker		

C. COMMUNICATE WITH PARENTS

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.

1. Confer regularly with parents

a. Seek and share information about child with parents

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all		Assistant teacher, all

b. Communicate regularly with parents concerning progress of child

Skill Level III	Skill Level II	Skill Level I
Teacher, all		Assistant teacher, all

c. Hold conferences regularly with parents

Skill Level III	Skill Level II	Skill Level I
Teacher, all		Assistant teacher, all

d. Explain to parents center policies, program, and regulations

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker	Teacher, all	

e. Discuss with parents any signs of illness, discomfort, or unusual behavior of child

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker	Teacher, all	

2. Provide appropriate references for parents of children with special needs

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker	Teacher, all	

D. INVOLVE PARENTS WITH CENTER

1. Facilitate the activities of a parent organization

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

a. Assist in developing and promoting a parent group

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

b. Conduct workshops and meetings designed to meet expressed and recognized parent needs

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

2. Involve parents in center planning

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

3. Invite parents to share skills and talents

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all		

VIII. PERSONNEL

A. MANAGEMENT

1. Maintain staff

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

a. Determine staff qualifications and job responsibilities

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator		

b. Hire and dismiss employees

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator		

2. Develop, implement, and revise personnel policies

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator		

3. Schedule staff

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator		

a. Establish staffing patterns to assure management responsibility and to promote stability in child care

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator		

b. Open or close center, or delegate

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

B. SUPERVISION

1. Supervise classroom personnel

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator	Teacher, all	

2. Supervise support staff

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

C. EVALUATION

1. Involve staff in self-evaluation

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all	Assistant teacher, all	Teacher aide 0-2,3-5 yrs.

2. Evaluate and review with staff

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

D. TRAINING

1. Review staff evaluations

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr Program coordinator Social worker		

2. Conduct or plan staff training as needs indicate

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

E. STAFF INTERACTION

1. Promote interpersonal staff relationships

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all	Assistant teacher, all	Teacher aide, 0-2,3-5 yrs.

2. Seek and share ideas and suggestions with other staff

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all	Assistant teacher,all	Teacher aide,0-2,3-5 yrs.

3. Share ideas and information on center operations and activities

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all	Assistant teacher,all	Teacher aide,0-2,3-5 yrs.

IX. ADMINISTRATION

A. ADMINISTRATIVE STYLES AND SKILLS

1. Assess employees' potentials

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator		

2. Delegate responsibilities

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator		

B. FINANCIAL RESPONSIBILITIES

1. Secure funding

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

2. Plan budget

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

3. Establish and collect child care fees

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

4. Maintain financial records

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

C. PURCHASING

1. Purchase or secure non-program supplies (office, maintenance, etc.) and food

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

2. Purchase or secure program supplies, equipment, and materials

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program Coordinator		

D. REGULATIONS

1. Insure compliance with local, state, and federal regulations

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

2. Assist in maintaining compliance with local, state, and federal regulations

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker Teacher, all Assistant teacher, all Teacher aide, 0-2, 3-5 yrs.		

3. Complete regulatory forms and records as required

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Program coordinator Social worker		

E. RECORD KEEPING

1. Maintain staff personnel records

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

2. Post and maintain attendance

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr. Teacher, all		

3. Record developmental progress of children

Skill Level III	Skill Level II	Skill Level I
Program coordinator Teacher, all		

4. Maintain social service records

Skill Level III	Skill Level II	Skill Level I
Social worker		

5. Keep employee time records

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

F. BOARD OF DIRECTORS

1. Develop board as required

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr		

2. Work with governing board

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

X. FACILITY OPERATION

A. PHILOSOPHY, GOALS, POLICIES

1. Develop and administer center policies on program operation, transportation, parent involvement, social services, health, nutrition, training, advertising, and public relations

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Social worker		

2. Implement and support center philosophy, goals, policies

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.	Assistant teacher, all	Teacher aide, 0-2, 3-5 yrs.
Program coordinator		
Social worker		
Teacher, all		

3. Evaluate center operation

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Social worker		

B. OFFICE FUNCTIONS

1. Perform office functions such as typing, answering telephone, receiving and recording fees, etc., or assign responsibility

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		

2. Operate center equipment such as camera, projector, tape recorder, etc.

Skill Level III	Skill Level II	Skill Level I
Administrator/Mgr.		
Program coordinator		
Teacher, all		
Assistant teacher, all		

TRAINING TOPICS BY AGE LEVELS

The Framework for Training provides generic information appropriate for working with all young children. Topics and tasks are not delineated by age levels because, except for those concerned with growth and development, they are appropriate for a given career level independent of the children's age and must be mastered by teachers, assistant teachers, and teacher aides no matter what age group they plan to work with. (Topics and tasks unique to each age group, expecially infants/toddlers and school-age children, will be added at a later time.)

Age-related content for each topic and task, rather than discrete topics and tasks, is the distinction necessary to establish appropriate training for persons working with specific age groups of children. Following are examples of content in relation to age groups.

Topic III: SAFE ENVIRONMENT
A. Prevention
1. Safety rules
a. Develop rules

Training for the career level "Teachers" is indicated for this task. In developing training for teachers of the three age groups of children, the training provider would need to include such information as:

- physical development and capabilities of each age group
- nature of the physical environment: what furnishings, equipment, and materials are provided
- how safety considerations influence space arrangement
- level of understanding of rules which can be expected of each age group

The development of safety rules for a particular age group must be related to these and other factors.

Topic IV: HEALTHY ENVIRONMENT
C. Nutrition
4. Serving meals and snacks

Training for all direct caregiver levels (teachers, assistant teachers, teacher aides) is indicated for this task. It should take into account:

- developmental capabilities of each age group as they would influence children's ability to assist in food preparation
- setting tables
- serving and cleaning up
- types of utensils to be provided
- amounts of feeding assistance needed by children of each age group

As the examples reveal, a knowledge of child development--what children are like and what needs they have at any given developmental stage--is essential for presenting many training topics and tasks.

As noted, child growth and development is the one area for which topics and tasks are age-specific. Therefore, to clarify this subject, Chart 5 presents the training matrix organized by age level for Topic I, Child Growth and Development.

Chart 5. AGE LEVELS

ALL AGE LEVELS

Career Level	Training Topics and Tasks	Skill Level
Administrator/Mgr.	Normal physical, social, emotional and intellectual development of:	
	Infant/toddler	I
	Preschool	I
	School age	I
	Deviant physical, social, emotional, and intellectual development of:	
	Infant/toddler	I
	Preschool	I
	School age	I
Program Coordinator	Normal physical, social, emotional, and intellectual development of:	
	Infant/toddler	III
	Preschool	III
	School age	III
	Deviant physical, social, emotional, and intellectual development of:	
	Infant/toddler	III
	Preschool	III
	School age	III
Social Worker	Normal physical, social, emotional, and intellectual development of:	
	Infant/toddler	III
	Preschool	III
	School age	III
	Deviant physical, social, emotional, and intellectual development of:	
	Infant/toddler	III
	Preschool	III
	School age	III

BIRTH THROUGH TWO YEARS

Teacher	Normal physical, social, emotional, and intellectual development of:	
	Infant/toddler	III
	Preschool	II
	School age	II
	Deviant physical, social, emotional, and intellectual development of:	
	Infant/toddler	III
	Preschool	II

Career Level	Training Topics and Tasks	Skill Level
Assistant Teacher	Normal physical, social, emotional, and intellectual development of:	
	Infant/toddler	II
	Deviant physical, social, emotional, and intellectual development of:	
	Infant/toddler	II
Teacher Aide	Normal physical, social, emotional, and intellectual development of:	
	Infant/toddler	I
	THREE THROUGH FIVE YEARS	
Teacher	Normal physical, social, emotional, and intellectual development of:	
	Preschool	III
	Infant/toddler	II
	School age	II
	Deviant physical, social, emotional, and intellectual development of:	
	Preschool	III
	Infant/toddler	II
	School age	II
Assistant Teacher	Normal physical, social, emotional, and intellectual development of:	
	Preschool	II
	Deviant physical, social, emotional, and intellectual development of:	
	Preschool	I
	SCHOOL AGE	
Teacher	Normal physical, social, emotional, and intellectual development of:	
	School age	III
	Preschool	II
	Infant/toddler	II
	Deviant physical, social, emotional, and intellectual development of:	
	School age	III
	Preschool	II

Career Level	Training Topics and Tasks	Skill Level
Assistant Teacher	Normal physical, social, emotional, and intellectual development of: School age	II
	Deviant physical, social, emotional, and intellectual development of: School age	II

III. SURVEY OF TRAINING NEEDS

The Texas Early Childhood Careers Recognition Council spent over a year developing task listings for persons at specific career levels and specializations. By October 1979, they had topically organized the tasks in order to identify areas of learning that would prepare persons to carry out their work competently. These job tasks and training topics, cited in the total training matrix in the Training Guidelines section, were prepared as a framework for an early childhood training system.

To test the validity of their work, the council conducted a survey of early childhood personnel to learn which of the 36 training topics it had developed were those the practitioners most wanted. State early childhood conferences presented the ideal opportunity to survey large numbers of early childhood staff.

Three members of the council--Pilot, Stone, and Tate--prepared a survey instrument, and 1,000 copies were distributed at the 1979 TAEYC conference in Dallas. Later, other organization representatives distributed the survey forms to additional early childhood personnel through the 12 DHR regions in an effort to reach all areas of the state. As the results show, this goal was nearly accomplished.

Since the survey was not intended as a scientific study, no attempt was made to obtain a satistically valid sample of respondents. The questionnaire itself was not designed in such a way that scientific data could be extrapolated. The information obtained does provide the kind of information that the council was seeking: an overview of early childhood staff in many settings and jobs and their perceptions of their training needs.

One impressive aspect of the survey was the level of response. Although the number of questionnaires distributed is unknown, over 750 completed forms were returned. If no other assumptions can be made, one can infer from the extent of the response that the interest in training is high.

SURVEY INSTRUMENT

The first page of the questionnaire (see Appendix A) asked respondents to complete general identifying information about themselves, their job title, place of employment, and years of experience with children. To provide more specific identification of place of employment and job level, additional categories and subcategories of work settings and duties were listed for respondents to check.

On the second page, respondents were asked to check the age ranges and special needs of the children with whom they worked and the highest level of education they had attained. The remainder of the questionnaire listed the 36 training topics grouped under 11 major headings. Respondents were asked to place a check beside each topic under one of two columns: "don't want training now" and "want training now."

DATA ANALYSIS

Information from the 750 questionnaires returned was entered into two computer systems. At Texas Woman's University, staff under the direction of Dr. Deanna Tate entered responses from approximately 550 of the questionnaires. Later these data were transferred to the Department of Community Affairs where information from another 200 questionnaires was added. In addition to reporting basic data, computer analysis made possible regional groupings of respondents using zip codes and ranking of topics selected by specific groups of respondents.

SURVEY RESULTS

Job Title and Education

Of the 750 responses, 648 gave job titles commensurate with the 6 positions specified in the council's training matrix: administrator, program coordinator, social worker, teacher, assistant teacher, and teacher aide. Only these 6 positions were used for analyzing other data by job title.

Table 1 shows that almost half (47%) of the persons responding were teachers; assistant teachers, aides, and administrators each accounted for one-sixth of the respondents. Not surprisingly, program coordinators (6%) and social workers (2.5%) were in the minority.

The level of education attained by persons in each of the positions was closely related to the professional level of these positions. Over half of the administrators, program coordinators, and social workers had a bachelor's degree or more, as compared to one-fourth of the teachers. One will note, however, that over a third of assistant teachers and teacher aides had had some college, and only a small percentage of all respondents (8%) had not completed high school. A small number (5%) of respondents reported associate degrees. Unfortunately, the questionnaire did not attempt to determine whether persons had received a CDA credential.

TABLE 1

FORMAL EDUCATION BY JOB TITLE
(N = 648)

	HIGHEST LEVEL OF EDUCATION ATTAINED						
JOB TITLE	Graduate Study	Bachelor's Degree	Associate Degree	Some College	High School Degree	Grade School	No Response
Administrator/ Manager (N=91)	31%	21%	7%	27%	12%	1%	1%
Program Coordinator (N=41)	20	32	--	27	17	2	2
Social Worker (N=10)	40	20	--	20	10	--	10
Teacher (N=308)	13	13	6	31	26	5	4
Assistant Teacher (N=107)	2	5	2	30	36	18	5
Aide (N=91)	1	1	5	27	43	13	9
Total	13%	13%	5%	29%	27%	8%	4%

Work Settings

With these data, it is impossible to categorize discretely the types and sponsorships of early childhood facilities. The figures in Table 2, completed by 746 persons, show that many checked more than one item to identify where they work. Nonetheless, the table provides descriptive information on the variety of settings and program types where respondents are employed.

TABLE 2

WORK SETTING

Setting	Responses*	
	Number	Percent
Nonprofit	311	41%
Church	134	17
Title XX	168	22
United Way	70	9
Head Start	116	15
Other	33	4
Privately owned	95	12
Public School	60	8
Pre-Kindergarten	59	8
Kindergarten	124	16
Primary	24	3
Half-day Program	0	0
Nursery	33	4
Kindergarten	33	4
Nursery-Kindergarten	85	11
University or college	16	2
Lab school	85	11
Full-day center	98	13
Other	30	4

*The total of percentages exceeds 100 because many respondents checked more than one category.

Location

Zip codes were used to determine in which of the 12 regions of the Texas Department of Human Resources respondents resided. The regional boundaries were used as an indicator of geographic distribution and to provide pertinent training information to the department's regional child development program division.

As Table 3 illustrates, the council was not successful in achieving the desired geographic distribution of the survey. Region 7 is particularly underrepresented, while over a third of respondents live and work in Region 5, the major catchment area of the TAEYC conference.

TABLE 3

LOCATION
(N = 746)

Region	Office Location	Number	Percent
1	Lubbock	12	2%
2	Amarillo	19	3
3	El Paso	24	3
4	Abilene	20	3
5	Dallas/Fort Worth	279	37
6	Austin	58	8
7	Tyler	1	0.1
8	Corpus Christi	40	5
9	San Antonio	121	16
10	Nacogdoches	104	14
11	Houston	46	6
12	Odessa	22	3

Skill Areas

In the job matrix chart (Section II), skill areas designate the ages and special types of children with whom respondents work. Once again, it is not possible to report the number of persons employed in discrete skill areas since most respondents checked more than one age group or type of child.

TABLE 4

SKILL AREAS
(N = 746)

Children Worked With	Respondents	
	Number	Percent
Ages		
0-2	173	23%
3-5	537	71
6+	128	17
Not directly with	80	10
Special need		
Handicapped	329	44
Bilingual	294	39

Note: The total exceeds 100% because many respondents checked more then one category.

Training Needs of Staff by Position Held

The most important information obtained from the survey was the respondents' indication of training needs.

Table 5 presents a rank ordering of training topics identified by respondents in each of the six job levels as topics in which they want training now.

Administrators. As Table 5 illustrates, administrators' first choices were for staff evaluation, supervision, and training. Over half also checked the related topic of personnel management. As with almost all other positions, administrators also gave priority to developmental activities for children, principal among them being those to develop self-discipline. Only a small percentage identified other program administration topics as training needs.

Program Coordinator. The greatest training demand of program coordinators, who have responsibility for developing and overseeing children's daily programs, was for curriculum planning and management skills. Like administrators, half or more of the program coordinators also selected supervision, personnel management, and evaluation as well as emphasizing children's activities. Program coordinators tended to de-emphasize theoretical child development information and administrative topics in their choices.

Social Worker. With only 10 respondents in the social work position, it was not possible to draw conclusions about training choices. Topics chosen by most indicated an emphasis on the child's well-being in the center (emergency procedures, health, behavioral guidance) and staff relations with parents.

Teacher. Since it is the teacher who has the most immediate responsibility for planning and directing the day-to-day children's program, it seems reasonable that most teachers asked for training in children's learning activities, materials and equipment, curriculum planning, and room arrangement. Here, over half the teachers chose child development theory for the 3- to 5-year-olds, while less than a third were interested in information about the infant-toddler and school aged child. These percentages are consistent with the earlier figures showing that more than two-thirds of the respondents work with 3- to 5-year-old children.

Assistant Teacher. Persons in this position made choices similar to those of teachers, except for the higher percentage choosing child development of the 3- to 5-year olds and the somewhat greater interest in activities that promote self-concept.

Aide. Training choices of aides were more evenly distributed. Only three topics were chosen by more than half of the respondents in this job category. Like practitioners in every other job level, aides desired more skill in working effectively with parents. Aides also emphasized the more tangible aspects of children's activities by choosing in higher numbers those promoting intellectual, emotional, and physical growth.

Training Needs by Regions

Because of the uneven distribution of respondents within the Texas Department of Human Resources regions, it is not possible to draw many conclusions about the regional nature of training needs. However, to demonstrate the potential value of conducting a survey of practitioners' perceived training needs by geographical area, some comparisons can be made among the six regions that include over 85 percent of the respondents. The remaining six regions have too small a sample from which to draw any generalizations.

Table 6 presents in rank order only those topics chosen by more than half the respondents in the six regions identified.

Only a few valid observations can be made. First, regarding similarity: once again children's learning and growth activities represent the highest choices across the six regions. The same holds true for the topic "guiding behavior." In all but two of the six regions, child development theory on the 3- to 5-year-old children was chosen by the majority of respondents; only Houston area respondents chose the development of the infant/toddler with frequency.

In other areas differences are apparent. It is evident that the regions differ significantly in the extent of training demand. Among respondents in the Nacogdoches and Austin areas, for example, there is less agreement and hence greater diversity in choices. In the Corpus Christi and Texas valley area the 40 respondents identified a far greater number of training needs.

An interesting observation from an examination of training needs by regions is that it is possible to discover trends and determine general training needs among child development staff in any given area. If such a survey were to be developed in more detail and used throughout each region, even more specific information would be available to regional child development programs and training institutions.

TABLE 5

IDENTIFICATION OF TRAINING NEEDS BY STAFF POSITION
(IN RANK ORDER)

ADMINISTRATOR/MANAGER (N = 91)		PROGRAM COORDINATOR (N = 41)		SOCIAL WORKER (N = 10)	
Training Topic	Percent Selected	Training Topic	Percent Selected	Training Topic	Perce Selec
Evaluation	62%	Planning Curriculum	61%	Emergency Procedures	70
Supervision	59	Management Styles and Skills	61	Guiding Behavior	70
Training	58	Staff-Parent Relationships	59	Activities/Self-concept	60
Activities/Self-Discipline	56	Activities/Creativity	59	Children's Health	60
Staff-Parent Relationships	55	Activities/Self-Discipline	59	Staff-Parent Relationships	60
Guiding Behavior	55	Activities/Emotional Growth	59	Activities/Creativity	60
Materials and Equipment	53	Activities/Intellectual Growth	56	Activities/Self-Discipline	60
Activities/Self-Concept	52	Personnel Management	56	Activities/Social Growth	60
Activities/Language Development	52	Evaluation	56	Activities/Emotional Growth	60
Personnel Management	51	Supervision	51	Activities/Intellectual Growth	50
Nutrition	51	Record Keeping	51	Room Arrangement	50
Activities/Emotional Growth	48	Activities/Self-concept	51	Supervision	50
Management Styles and Skills	48	Activities/Language Development	51	Training	50
Observation and Recording	48	Training	51	Planning Curriculum	50
Activities/Creativity	48	Guiding Behavior	49	Activities/Language Development	50
Emergency Procedures	47	Purchasing	49	Activities/Physical Growth	40
Activities/Social Growth	47	Activities/Physical Growth	49	Child Development 3-5	40
Room Arrangement	46	Regulations	49	Nutrition	40
Child Development 3-5	46	Scheduling	46	Safety	40
Record Keeping	44	Room Arrangement	46	Physical Facility	30
Activities/Intellectual Growth	44	Materials and Equipment	46	Staff Health	30
Scheduling	43	Activities/Social Growth	46	Evaluation	30
Financial Responsibilities	42	Observation and Recording	46	Observation and Recording	30
Children's Health	42	Office Functions	44	Materials and Equipment	30
Purchasing	41	Philosophy and Policies	44	Management Styles and Skills	30
Planning Curriculum	40	Financial Responsibilities	44	Personnel Management	30
Board Relationships	40	Child Development 0-2	41	Office Functions	20
Philosophy and Policies	40	Board Relationships	41	Philosophy and Policies	20
Activities/Physical Growth	40	Children's Health	41	Board Relationships	20
Office Functions	38	Child Development 3-5	39	Record Keeping	20
Staff Health	37	Physical Facility	37	Regulations	20
Regulations	37	Nutrition	34	Purchasing	20
Physical Facility	34	Staff Health	34	Child Development 0-2	10
Safety	33	Emergency Procedures	32	Scheduling	10
Child Development 0-2	31	Safety	29	Financial Responsibility	10
Child Development 6+	27	Child Development 6+	20	Child Development 6+	0

TABLE 5 (CONT.)

IDENTIFICATION OF TRAINING NEEDS BY STAFF POSITION
(IN RANK ORDER)

TEACHER (N = 308)		ASSISTANT TEACHER (N = 107)		AIDE (N = 91)	
Training Topic	Percent Selected	Training Topic	Percent Selected	Training Topic	Percen Select
Activities/Self-Discipline	66%	Activities/Self-Concept	70%	Staff-Parent Relationships	54%
Activities/Self-concept	65	Child Development 3-5	66	Activities/Intellectual Growth	52
Guiding Behavior	65	Activities/Emotional Growth	65	Activities/Emotional Growth	51
Activities/Emotional Growth	64	Activities/Physical Growth	65	Activities/Physical Growth	49
Activities/Language Development	63	Activities/Creativity	64	Emergency Procedures	47
Activities/Creativity	60	Guiding Behavior	64	Guiding Behavior	47
Activities/Intellectual Growth	59	Activities/Language Development	64	Nutrition	47
Activities/Social Growth	57	Activities/Social Growth	64	Safety	47
Materials and Equipment	56	Activities/Self-Discipline	63	Materials and Equipment	46
Planning Curriculum	56	Activities/Intellectual Growth	62	Activities/Self-Discipline	46
Activities/Physical Growth	54	Materials and Equipment	57	Child Development 0-2	46
Child Development 3-5	53	Room Arrangement	56	Child Development 3-5	45
Staff-Parent Relationships	53	Staff-Parent Relationships	55	Children's Health	45
Room Arrangement	49	Planning Curriculum	52	Activities/Language Development	45
Emergency Procedures	49	Scheduling	50	Activities/Self-concept	45
Scheduling	46	Emergency Procedures	50	Physical Facility	45
Observation and Recording	43	Safety	50	Activities/Social Growth	45
Physical Facility	42	Nutrition	49	Activities/Creativity	44
Children's Health	42	Children's Health	48	Room Arrangement	42
Safety	41	Physical Facility	48	Planning and Curriculum	40
Nutrition	38	Observation and Recording	43	Scheduling	40
Training	37	Training	42	Staff Health	40
Staff Health	32	Child Development 6+	38	Child Development 6+	40
Personnel Management	31	Personnel Management	36	Training	40
Child Development 0-2	31	Evaluation	33	Personnel Management	38
Child Development 6+	31	Supervision	31	Regulations	36
Regulations	30	Staff Health	30	Purchasing	34
Management Styles and Skills	30	Child Development 0-2	29	Board Relationships	34
Supervision	30	Financial Responsibility	29	Management Styles and Skills	33
Evaluation	30	Record Keeping	28	Record Keeping	33
Board Relationships	30	Purchasing	26	Observation and Recording	31
Record Keeping	29	Management Styles and Skills	26	Financial Responsibility	31
Purchasing	29	Regulations	23	Office Functions	30
Financial Responsibilities	29	Board Relationships	23	Supervision	30
Philosophy and Policies	28	Philosophy and Policies	22	Philosophy and Policies	30
Office Functions	28	Office Functions	22	Evaluation	29

TABLE 6

IDENTIFICATION OF TRAINING NEEDS (IN RANK ORDER)
BY MAJORITY IN SIX DHR REGIONS

Dallas-Fort Worth Region
(N = 279)
- Activities/Self-Discipline
- Guiding Behavior
- Activities/Language Development
- Activities/Creativity
- Activities/Emotional Growth
- Activities/Self-Concept
- Activities/Intellectual Growth
- Activities/Social Growth
- Planning Curriculum
- Staff-Parent Relationships
- Child Development 3-5
- Activities/Physical Growth
- Materials & Equipment

Nacogdoches Region
(N = 104)
- Activities/Creativity
- Activities/Intellectual Growth
- Guiding Behavior
- Activities/Self Discipline
- Activities/Physical Growth

San Antonio Region
(N = 121)
- Activities/Self-Discipline
- Activities/Self-Concept
- Activities/Emotional Growth
- Guiding Behavior
- Materials & Equipment
- Emergency Procedures
- Activities/Creativity
- Activities/Intellectual Growth
- Child Development 3-5
- Activities/Language Development
- Activities/Social Growth
- Activities/Physical Growth

Austin Region
(N = 58)
- Activities/Self-Concept
- Guiding Behavior
- Activities/Emotional Growth
- Staff-Parent Relationships
- Activities/Self-Discipline
- Activities/Intellectual Growth
- Activities/Social Growth
- Child Development 3-5

Houston Region
(N = 46)
- Activities/Self-Discipline
- Activities/Language Development
- Planning Curriculum
- Staff-Parent Relationships
- Guiding Behavior
- Observation & Recording
- Activities/Self-Concept
- Activities/Emotional Growth
- Scheduling
- Personnel Management
- Nutrition
- Child Development 0-2

Corpus Christi Region
(N = 40)
- Activities/Creativity
- Activities/Language Development
- Guiding Behavior
- Planning Curriculum
- Materials & Equipment
- Activities/Self-Concept
- Activities/Self-Discipline
- Activities/Emotional Growth
- Child Development 3-5
- Activities/Physical Growth
- Room Arrangement
- Activities/Social Growth
- Activities/Intellectual Growth
- Observation and Recording
- Safety
- Children's Health
- Nutrition
- Training
- Scheduling
- Staff-Parent Relationships
- Emergency Procedures
- Physical Facility
- Supervision

SUMMARY

Several facts can be learned from the survey.

1. A rank ordering of the topics by job held provides information to training providers about the areas most in demand by early childhood staff.

2. The same analysis by regional location indicates common threads as well as area differences in perception of training needs.

3. The computerization of the data obtained demonstrates the potential for receiving, analyzing, and reporting training data on individuals as well as groups of early childhood practioners.

A computer program similar to the one developed for analysis of these data is being designed to receive and continuously update assessment information and documented observations of competence in a particular task. This information system will become part of the base upon which a state multilevel credentialing system would be built. The development of such a system is the ultimate goal of the council.

IV. TRAINING RESOURCE GUIDE

To accompany the guidelines for training early childhood personnel, council members invited associates to join them in citing those resources--texts, booklets, audiovisuals--which they have used in training or acquiring information. The suggested resources were asked for by the training topics and are presented in this chapter in that format.

Diana Range, Texas Department of Human Resources' child development program specialist, assisted the council by indexing the department's publications and audiovisuals. Referrals to the CDA Instructional Materials published by the Texas Department of Community Affairs are also given by topics.

Despite the many contributions made to this training resource guide, the list is only a beginning one. It can and should be added to by each person teaching or learning child development. The council invites instructors to add to the resource guide by listing other related publications.

The training resource index lists suggested publications and films by topic using a code referencing the bibliography which follows. Resources are divided into three sections: general, Department of Human Resources materials, and the CDA books. In the index they are also presented separately in that order.

Readers can assist the council in expanding this preliminary list of resources by adding information on learning materials they find most helpful. Appendix C provides a format for that purpose. The council hopes to compile and maintain a current and comprehensive resource guide for those who will be using the training guidelines to provide staff training.

INDEX

1. Child Growth and Development

   a. Infant/Toddler (0-2)
      1, 4, 6, 7, 8, 15, 16, 18, 26, 31, 32, 33, 34, 35, 41, 46, 50, 51, 53, 58, 59, 61, 62, 66, 72, 74, 76, 77, 83, 88, 90, 91, 92, 103, 104, 105

      0907, 0943, 0954, CEP7, CDP24, CDP25

      CDA B, CDA C, CDA F

   b. Preschool (3-5)
      10, 18, 31, 41, 45, 59

      0907, 0924, 0925, CDP7

      CDA C, CDA F

   c. School age (6+)
      41, 108

      0926-0931, 0933, 0935, 0936, 0954, 0957

2. Observing and Recording
   12, 27, 52, 55, 68, 69, 79, 80

   0954, CDP16

   CDA A, CDA B, CDA C, CDA F

3. Promoting a Safe Environment
   3, 26, 76

   a. Safety rules and preventive measures
      93

      0901, 0909, 0910, 0958, CDP1, CDP11, CDP13

   b. Emergency procedures
      0903, 0911, 0915, 0918, 0958, CDP6, CDP40

4. Promoting a Healthful Environment
   CDA A-F

   a. Physical facility
      0958, 0959, CDP38

   b. Children's health
      3, 51, 64, 76

      0902, 0903, 0904, 0905, 0912, 0914, 0916, 0917, 0943, 0945, 0958, 0959, CDP2, CDP30, CDP35

c. Staff Health
3

d. Nutrition for Children
37, 63, 67

0913, 0957, 0958, 0959

5. Learning Environment
3, 12, 24, 28, 29, 84, 96

a. Materials and Equipment
0952, 0954, 0957, 0958, 0964

CDP11, CDP13, CDP16, CDP26, CDP36

b. Room Arrangement

CDA A, CDA C, CDA F

6. Developmental Programming
44

CDA A-F

a. Scheduling
100

0957, 0958, 0959, CDP10, CDP16, CDP17, CDP36

b. Planning Goals and Objectives
47, 86

0944, 0954

c. Activities
7, 14, 54, 70, 88, 98

0954, 0957, 0959, CDP24, CDP25, CDP55-61, CDP68, CDP72, CDP73

1. Physical Growth
5, 11, 20, 23, 43, 60, 77, 85, 89, 94, 101, 107

2. Intellectual Growth
19, 20, 30, 38, 42, 58, 89

3. Language Development
9, 75

CDP23

CDA B

4. Development of Creativity
   37, 65, 99

   CDP47, CDP51, CDP54

   CDA B

5. Emotional Growth
   17, 26, 33, 78, 82, 104

   0935, 0938, 0942, 0950, 0958, 0959, CDP27, CDP32

6. Self-Concept Development
   17, 78, 82

   0953, CDP62

   CDA A-F

7. Social Growth
   26, 47, 56, 78, 96, 109

   0935, 0937, 0939, 0941, CDP37, CDP69

   CDA A-E

8. Promoting Self-discipline
   47, 56, 78, 96, 109

   CDP28, CDP29

7. Guiding Children's Behavior
   47, 56, 78, 96, 109

8. Staff-Parent Relationships
   22, 39, 49, 57, 62, 64, 71, 73, 102, 106

   0943, 0955, 0956, 0957, 0958, CDP19, CDP33, CDP37, CDP62

   CDA A-F

9. Personnel
   28, 70

   CDP21, CDP71

   CDA A-F

   a. Management
      21, 25

      0958

b. Supervision
0958

CDP21, CDP71

c. Evaluation
106

CDA B, CDA C, CDA D

d. Training

10. Program Administration
3, 21, 25, 28, 81, 95

0958, CDP21

CDA A, CDA B, CDA D, CDA E, CDA F

a. Management Styles and Skills

b. Financial Responsibilities

c. Purchasing

d. Regulations
2

e. Record Keeping

f. Board Relationships
97

11. Facility Operation

a. Philosophy and Policies

b. Office Functions
40

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TEXAS DEPARTMENT OF HUMAN RESOURCES

Publications

Code	Publication
0901	Safety Precautions
0902	Health Precautions
0903	When a Child is Sick or Hurt
0904	Medical Problems
0905	The Seriously Ill Child
0906	Emergency Child Aid
0907	The Growing Child--from Birth through Five Years
0908	The Growing Child--from Six through Fifteen Years
0909	Safety Precautions--Poisoning
0910	Safety Precautions--Checklist
0911	Safety Precautions--Planning for Emergencies
0912	Health Precautions--Daily Routines
0913	Nutrition
0914	When a Child is Sick or Hurt--Records
0915	When a Child is Sick or Hurt--Symptoms, Care
0916	Medical Problems--Common Illnesses
0917	Medical Problems--Alergies
0918	Emergency Child Aid--Concussions and Burns
0919	Accepting Differences
0920	The Growing Child 0-18 Months--Language Development
0921	The Growing Child 0-18 Months--Physical Development
0922	The Growing Child 18-36 Months--What to Expect
0923	The Growing Child 18-26 Months--How Adults Can Help
0924	The Growing Child 3-5 Years--What to Expect
0925	The Growing Child 3-5 Years--How Adults Can Help
0926	The Growing Child 6-8 Years--What to Expect
0927	The Growing Child 6-8 Years--How Grown-ups Can Help
0928	The Growing Child 9-11 Years--What to Expect
0929	The Growing Child 9-11 Years--How Grown-ups Can Help
0930	The Growing Child 12-15 Years--What to Expect
0931	The Growing Child 12-15 Years--Teenage Problems
0932	Change: Two Families
0933	Change: Physical Growth and Development
0934	Change: Self-care and Appearance
0935	Change: Emotional Development
0936	Change: Social Development
0937	Listening to Understand
0938	Change: Developing Positive Expectations
0939	Change: Arguments--No One Wins
0940	Change: Social and Academic Subjects
0941	Change: Setting Goals and Problem Solving
0942	Change: Vocational Interests
0943	Guide: When You Care for Handicapped Children
0944	Screening, Referral and Assessment
0945	Health Impairments
0946	Physical Impairments
0947	Visual Impairments
0948	Hearing Impairments

Code	Publication
0949	Speech and Language Disabilities
0950	Emotional Problems
0951	Learning Problems
0952	Adapting the Environment
0953	Self-concept
0954	Handicapped Infants
0955	Parents
0956	Guide: Families, Day Care and Stress
0957	Day Care for Schoolagers
0958	Guide for Texas Day Care
0959	When you Care for Children
0960	Cuando Usted Cuida Ninos
0964	Tires Are Tools for Learning

Audiovisuals

CDP1	Module I: Safety Precautions
CDP2	Module II: Health Precautions
CDP3	Module III: When a Child is Sick or Hurt
CDP4	Module IV: Medical Problems
CDP5	Module V: The Seriously Ill Child
CDP6	Module VI: Emergency Child Aid (with videocassette)
CDP6	Module VI: Emergency Child Aid (with 16mm film)
CDP7	Module VII: The Growing Child--from Birth through Five Years
CDP8	Module VIII: The Growing Child from Six through Fifteen
CDP9	Complete Set: Eight modules (with videocassette)
CDP9	Complete Set: Eight modules (with 16mm film)
CDP10	Daily Planning
CDP11	Setting the Stage
CDP12	Classroom Materials
CDP13	Classroom Organization
CDP14	Basic Considerations
CDP15	Creative Solutions
CDP16	The Individual
CDP17	Learning through Routines
CDP18	Care Giver Communication
CDP19	The Business of Day Care
CDP20	Classroom Management--Complete Curriculum
CDP21	Day Care Administration
CDP22	Babies are People
CDP23	Language Stimulation
CDP24	Infant Play
CDP25	Toddler Play
CDP26	Music, Books, Pictures
CDP27	Infant Behavior
CDP28	Toddler Behavior
CDP29	Discipline
CDP30	Food and Health Habits
CDP31	The Outdoors
CDP32	Handling Separation
CDP33	Parents/Toilet Training

Code	Audiovisual
CDP34	Nutrition
CDP35	Health
CDP36	Record Keeping/Space Use
CDP37	The Day Home (Part 1)
CDP41	Growth and Development
CDP42	Infant and Day Home Care--Complete Curriculum
CDP44	Introduction to Institutional Child Care--Complete Curriculum
CDP44	Cassettes only (3)
CDP45	Workbooks only (4)
CDP46	A Field Day
CDP47	Arts and Crafts
CDP48	Berry Season
CDP49	Bridging the Age Span
CDP50	Cantaloupes
CDP51	Collection
CDP52	Communications
CDP53	Community Resources
CDP54	Encouraging Imagination
CDP55	Field Trips
CDP56	Food Experiences
CDP57	Games
CDP58	Gardening
CDP59	Music
CDP60	Nature Walks
CDP61	Paper Toys
CDP62	Parent Involvment
CDP63	Parties
CDP64	Peanuts
CDP65	Physical Skills for Self-Esteem
CDP66	Pioneer Experiences
CDP67	Playground Equipment
CDP68	Puppets
CDP69	School-agers Viewpoint
CDP70	Storage
CDP71	Volunteers
CDP72	Weaving
CDP73	Woodworking
CDP74	School-age Day Care--Complete Program (28 sets) and guide
CDP75	Slide/Sound Presentation: School-age Day Care
0957	Guide: Day Care for School-agers

For information about these materials write:

Development Materials
Community Resources Division 523 A
Texas Department of Human Resources
P.O. Box 2960
Austin, Texas 78769

CDA Instructional Materials

Book 1 - Competency A: Setting Up and Maintaining a Safe and Healthy Learning Environment

Book 2 - Competency B: Advancing Physical and Intellectual Competence in Young Children

Book 3 - Competency C: Building Positive Self-Concept and Individual Strength in Young Children

Book 4 - Competency D: Promoting Positive Functioning of Children and Adults in a Group Environment

Book 5 - Competency E: Coordinating Home and Center Child-Rearing Practices and Expectations

Book 6 - Competency F: Carrying Out Supplementary Responsibilities Related to the Children's Program

For information about these materials write:

Children and Youth Services Division
Texas Department of Community Affairs
P.O. Box 13166, Capitol Station
Austin, Texas 78711

ATTN: Distribution Center

V. COMPETENCY ASSESSMENT

The goal of any training endeavor is to increase the competence of persons being trained. To determine the effectiveness of early childhood career training, the Careers Recognition Council developed competency assessment instruments to accompany the Framework for Training. Following is an explanation of these instruments.

ITEM DEVELOPMENT

To generate items for the assessment instruments, child development specialist Martha Lang observed child care personnel in centers throughout the Dallas-Fort Worth area in Spring 1980. She observed the behavior of staff in each career level as they carried out the tasks identified in the Training Matrix. From her observations, she listed potential items that would describe behaviors associated with the competent performance of each task.

Four early childhood development specialists, selected by the council from its membership, reviewed each topic or task area with Lang, using as criteria for selection (1) whether the behaviors were discrete, (2) whether they could be observed, and (3) how they were worded. The items were then organized according to each topic and task. The instruments were reviewed by the council, which approved the first draft for pilot testing.

PILOT TEST

The goal of the pilot test was to assess the validity of the different facets of the Framework for Training. Approximately 125 assessment instruments were distributed to council members, who distributed them to child care personnel with whom they had contact and who expressed a willingness to participate in the pilot test. Completed instruments were returned by 89 child care workers.

The instruments were evaluated by Joanne Traylor, child development specialist. Although not all career levels were represented in the returned sample, the council determined that the pilot test was sufficiently completed to provide the basis for preparing specialized instruments for each career level. Each instrument was intended to reflect the topics and tasks appropriate to the specified career level as described in the training guidelines (outlined in Section I).

Traylor then prepared an instrument for each career level, including each designated topic and task. The second-draft instruments, ready for field test, reflect the state-of-the-art for assessing the career competencies developed by the Careers Recognition Council. Refined on the basis of pilot test, these assessment instruments are appropriate for use in training that focuses on the competency areas specified in the training guidelines. Their reliability and predictive validity will be determined through field test.

Competency assessment instruments are available for the following career levels:

- administrator/manager
- program coordinator
- teacher
- assistant teacher
- teacher aide

They are also available for each of the following competency areas appropriate to the career level:

- child growth and development
- safe environment
- healthy environment
- learning environment
- programming for optional child development
- home-center relationships
- personnel
- administration

Sample items from one of the competency assessment instruments are included in Appendix B. When instruments are requested for use in evaluating training, response forms will be included so that users can also provide feedback on the usefulness of the instruments themselves. Through this feedback, the council will be able to further refine and validate the assessment instruments.

IV. CONCLUSION

The path leading to the development of a comprehensive career system for Texas early childhood development personnel has been obstructed by many obstacles, from disagreement over goals to disagreement over methods for achieving them, from lack of knowledge to lack of funds. The Framework signifies the first clearance on that path.

This document includes reports on a number of projects whose completion was a goal of the council:

- a career ladder of early childhood positions
- identification of basic tasks carried out by persons in the positions
- development of training topics based on the tasks
- a survey of training needs of early childhood personnel in Texas
- a resource guide suggesting appropriate training materials for topics
- instruments assessing competencies for career levels

In conjunction with carrying out these tasks, the council established an organizational structure to implement a credentialing system in Texas. Incorporated as a nonprofit educational organization, the Texas Early Childhood Careers Recognition Council has a constitution establishing a proper legal foundation and bylaws delineating operating guidelines. Membership provides for representation and operational control by all segments of early childhood development personnel. Elected officers will continue to guide the developmental work while seeking funds to support implementation of a credentialing process.

The Framework can serve both immediate and long range purposes. The training guidelines can be used now by individuals and institutions to provide systematized training for early childhood personnel at all levels. If a large number of training providers use these guidelines over a period of time and provide feedback to the council, council members then will be able to update and refine the materials. Thus modified by both trainers and child care personnel, the training guidelines will serve as a tested set of topics and tasks for career oriented training as well as a sound preparation for assessment and credentialing.

At present, the Child Development Associate (CDA) is the one recognized credential for child care personnel. This credential is applicable for one of the 11 career positions identified in the job matrix: teachers of 3- to 5-year-old children. The Careers Recognition Council has assumed since its inception that the CDA credential would serve as the basis for Texas recognition for this position. Council members also envision a time when some operations of the CDA credential award system will be decentralized to permit state-level management.

Texas credentials for other defined positions will be based on an assessment process that is likely to be a refined version of the council's competency assessment instruments. These are a beginning effort at the state level to expand upon the CDA assessment process by including additional career levels.

Each of the parts of the Framework is amenable to modification and refinement. This revision process requires feedback, field use, evaluation, revision, then another round of testing. All of this takes time. It also requires the support of early childhood personnel. An evaluation form, located in Appendix, is available for providing information and suggestions to the council to expedite this refinement process.

At this stage the Framework is available for testing throughout Texas as well as in programs in other states. The more widely it is used, the more information can be gathered for use in improving it. Potentially the Framework can provide a systematic and consistent method for planning, implementing, and evaluating early childhood training. It may also provide a basis for an early childhood career recognition system that would more adequately reward competent early childhood personnel and strengthen the early childhood profession.

Appendix A

TEXAS COMMITTEE ON EARLY CHILDHOOD DEVELOPMENT CAREERS

SURVEY OF TEXAS TRAINING NEEDS

This survey is being done in order to identify training needs of early childhood personnel across the state. In order to develop an appropriate statewide training plan, it is essential to know what YOU consider to be your training needs. The information you provide will be handled in a confidential manner. No names will be identified in any published reports.

NAME: _____ _____

MAILING ADDRESS: _____ CITY: _____

ZIP CODE: _____ PHONE: AREA CODE _____

HOME: _____ WORK: _____

What is your job title? _____

Place of employment? _____

Total yrs. experience with children 0-8 years of age (excluding your own)

_____

Check the one major and the one sub-category which best fit your work setting:

_____ Non-profit

- _____ Church
- _____ Title XX
- _____ United Way
- _____ Head Start
- _____ Other (Specify) _____

_____ For Profit (Privately Owned) Day Care Center

_____ Public School

- _____ Pre-K
- _____ Kindergarten
- _____ Primary

_____ Half-Day Program

- _____ Nursery
- _____ Kindergarten
- _____ Nursery-Kindergarten

_____ University or College

- _____ Lab School
- _____ Full-Day Center
- _____ Other (Specify)

_____

Check the one category below which best describes your duties. If (1) through (7) do not apply, please write your own brief job description in (8).

_____ (1) I work only under supervision and direction, I do not have responsibility by myself for a group of children.

_____ (2) I work primarily under supervision, but I work independently with children for limited time periods or for special purposes.

_____ (3) I work independently with children and have responsibility for: (check all that apply)

- _____ a. planning a program for my group of children
- _____ b. implementing a program for my group of children
- _____ c. evaluating a program for my group of children
- _____ d. supervising my other classroom staff members

_____ (4) I am responsible for the total center's educational program and have the following responsibilities: (check all that apply)

- _____ a. oversee the planning, implementing, and evaluating of the total program
- _____ b. supervise all classroom staff members
- _____ c evaluate performance of all classroom staff members
- _____ d. assess and develop program resources

_____ (5) I am responsible for the total operation of the setting in which I work.

_____ (6) I provide social work services.

_____ (7) I provide nutrition planning or consultation services.

_____ (8) Other: _____

Check the age ranges of children with whom you work:

_____ 0 - 2

_____ 3 - 5

_____ 6 +

_____ I don't work directly with children.

Do you ever work with: YES NO

Handicapped children? ___ ___

Bilingual children? ___ ___

Check the highest level of education you have completed:

_____ Grade school

_____ 1 - 3 years of high school

_____ High school diploma or GED

_____ 1 - 2 years of college, no degree

_____ Associate degree

_____ 3 - 4 years of college, no Bachelor's degree

_____ Bachelor's degree

_____ Graduate study

Let us know your training needs. Please check every item. Don't skip any items.

KNOWLEDGE AND SKILLS	DON'T WANT NOW	WANT TRAINING NOW
1. Child Growth and Development		
a. Infant/toddler (0 - 2)		
b. Pre-school (3 - 5)		
c. School age (6 +)		
2. Observing and Recording		
3. Promoting a Safe Environment		
a. Safety rules and preventive measures		
b. Emergency procedures		
4. Promoting a Healthful Environment		
a. Physical facility		
b. Children's health		
c. Staff health		
d. Nutrition for children		
5. Learning Environment		
a. Materials and equipment		
b. Room arrangement		
6. Developmental Programming		
a. Scheduling		
b. Planning goals and curriculum		
c. Activities for:		
(1) physical growth		
(2) intellectual growth		
(3) language development		
(4) development of creativity		
(5) emotional growth		
(6) self-concept development		
(7) social growth		
(8) promoting self-discipline		
7. Guiding Children's Behavior		
8. Staff-Parent Relationships		
9. Personnel		
a. Management		
b. Supervision		
c. Evaluation		
d. Training		
10. Program Administration		
a. Management styles and skills		
b. Financial responsibilities		
c. Purchasing		
d. Regulations		
e. Record Keeping		
f. Board relationships		
11. Facility Operation		
a. Philosophy and policies		
b. Office functions		

Appendix B

TEXAS EARLY CHILDHOOD CAREERS RECOGNITION COUNCIL

Excerpts from the Assessment Instrument for the Position of
Preschool Teacher (ages 3-5)

INSTRUCTIONS

Response Categories:

On the righthand side of the page, four categorized responses are provided.
Yes means that you (the assessor) have found evidence of competency for the job level for a particular item, based on the suggested indicators that follow the item. Some indicators may be applicable and some may not, depending upon the nature of the work setting.

No means that adequate competency has not been evident.

N/O (Not Observed) means that you were not able to observe evidence of competency during the time of the assessment even though the particular item is applicable to the assessee's job level.

N/A (Not Applicable) means that a particular item is not applicable to the job functions or work setting of the person being assessed.

PLEASE RESPOND TO EVERY ITEM ON THE INSTRUMENT.

Methods of Assessing Competency:

A variety of techniques can be used in determining the competency of a person being assessed. Where the word "Note" preceeds a list of indicators, observations will reveal competency. Where the word "Ask" preceeds a set of indicators, interview techniques will be more appropriate. In Competency Area I - Child Growth and Development, the assessee will be asked to provide written or verbal responses.

The Council's definitions of job levels are:

Aide - works only under supervision and direction of qualified person.
Assistant Teacher - works primarily with direct supervision, but works independently for limited time periods and specific purposes.
Teacher - works independently with groups of children, planning, implementing, and evaluating, as well as supervising and directing others.
Program Coordinator (Educational Coordinator or Supervisor) - is responsible for overseeing planning, implementation, and evaluation of program; supervises, evaluates teachers' performance; assesses and develops program resources.
Director - is in charge of total operation of the center. (In many programs, the functions of program coordinator and director may be combined for one person).

PLEASE KEEP THESE DEFINITIONS IN MIND WHEN USING THE INSTRUMENT.

Sample Questions and Observations:

3. These are four typical things that happen with children. For each one describe how an adult should respond to a 4 year old who does this.

Spills Paint	Bites/hits another child	Falls down and skins knee	Has a toilet accident

4. For each of the skills below, describe what an adult can do to stimulate this development.

Gaining Physical Coordination	Learning to get along with other children	Becoming aware of sex differences	Developing a longer attention span

C. Nutrition

	Yes	No	N/O	N/A
1. Serves meals and snacks in ways that meet the needs of the children by:				
a. Grouping the children according to staff-to-child ratios for the children's ages (refer to evaluation guide).....	___	___	___	___
b. Eating at the table and sharing the same menu with the children.....	___	___	___	___
c. Encouraging pleasant conversation about food.	___	___	___	___
d. Setting tables and serving food in an orderly fashion, involving the children.....	___	___	___	___
e. Assuring that the mealtime atmosphere is relaxed and comfortable, allowing the children enough time so that they don't seem rushed...	___	___	___	___
f. Observing hygienic food practices.....	___	___	___	___
i.e., not eating food that has fallen on the floor; not licking a serving spoon				
g. Serving dishes and utensils suited to young children.....	___	___	___	___

V. LEARNING ENVIRONMENT

	Yes	No	N/O	N/A
A. Provision of materials and equipment (Ask: Who is responsible for this?)				
1. Selects appropriate and challenging materials and equipment so that:				
a. Both gross and fine motor skills will be used.....	___	___	___	___
Note: What materials are provided for fine motor skills? What materials are provided for gross motor skills?				
b. They are interesting to the children.....	___	___	___	___
Note: Are the children using the materials and equipment provided? Are they abusing what is there? Do you see constructive play in connection with the materials and equipment?				
c. They are within the abilities of the children developmentally.....	___	___	___	___
Note: Are the children able to complete a puzzle or activity they have started? Do they seem to feel at ease, not frustrated, when playing with the various materials and equipment? Do the children seem bored with what is in the room?				
d. Each child's special needs in terms of handicaps are met.....	___	___	___	___
Ask: What is provided for them?				
e. Each child's special needs in terms of language and ethnic identity are met.....	___	___	___	___
C. Maintaining order				
1. Maintains, with the children, order in the environment by:				
a. Assuring that the children understand and follow a reasonable set of limits, rules, and regulations.....	___	___	___	___

	Yes	No	N/O	N/A
Note: Do the children display appropriate behavior? Do they obey directions given by the caregiver? What limits, rules, and regulations are obvious by watching the children? Please list.				
b. Managing unacceptable behavior.....	___	___	___	___
Note: Is it managed in a fair way? Is it managed effectively? Is it managed appropriately according to the developmental level of the child?				
c. Providing for smooth transitions from activity to activity.....	___	___	___	___
Note: What transition techniques does the caregiver use?				
d. Communicating with the children in a language and manner they understand.....	___	___	___	___
Note: Does the caregiver have the children's attention when she communicates? Do they respond as if they have understood?				
e. Being patient, warm, affectionate, and supportive.....	___	___	___	___
f. Encouraging respect for the property and rights of others.....	___	___	___	___
g. Seeing that play areas are picked up and orderly, with the help of the children...	___	___	___	___

Apendix C

TRAINING RESOURCES

Training Topic	Suggested books, films, other materials
CHILD GROWTH AND DEVELOPMENT Infant/Toddler (0-2) Physical Emotional Social Intellectual Deviance	
Preschool (3-5) Physical Emotional Social Intellectual Deviance	
School age (6+) Physical Emotional Social Intellectual Deviance	
OBSERVING AND RECORDING Purposes Modes Methods	
PROMOTING A SAFE ENVIRONMENT Safety rules and preventive measures Emergency procedures	
PROMOTING A HEALTHFUL ENVIRONMENT Physical facility Children's health Staff health Nutrition for children	
LEARNING ENVIRONMENT Materials and equipment Room arrangement	

Training Topics	Suggested books, films, other materials
DEVELOPMENTAL PROGRAMMING Scheduling Planning goals and curriculum Activities for: Physical growth Intellectual growth Language development Development of creativity Emotional growth Promoting self-discipline	
GUIDING CHILDREN'S BEHAVIOR	
STAFF-PARENT RELATIONSHIPS	
PERSONNEL Management Supervision Evaluation Training	
PROGRAM ADMINISTRATION Management styles and skills Financial responsibilities Purchasing Regulations Record keeping Board relationships	
FACILITY OPERATION Philosophy and policies Office functions	

Please share your suggested training resources with others by sending this information to: Norma K. Stone, P. O. Box 2736, Richardson, Texas 75080

Appendix D

EVALUATION FORM

Name:

Address:

Please comment on the following sections with any criticism and recommendations for changes, questions, or requests for clarification. Please note if you plan to use any of these in your program. If so, specify the process for using and the career level(s) of personnel with whom you will use them.

CAREER MATRIX

TRAINING GUIDELINES

TRAINING RESOURCE GUIDE

COMPETENCY ASSESSMENT INSTRUMENTS (Please note on the back of this form if you would like to field test any of these instruments).

COMPETENCY ASSESSMENT INSTRUMENTS:

Though the instruments are not yet printed for distribution at the time of publication of this Framework in January 1981, the Council will be responding to requests for them soon. Please check below which instruments you plan to field test as part of your training program.

Competency Area	Career Level				
	Adm/Mgr.	Prog. Coord.	Tea-cher	Asst. Teacher	Teacher Aide
Child Development					
Safe Environment					
Healthy Environment					
Learning Environment					
Programming for Optimal Child Development					
Home-Center Relationships					
Personnel					
Administration					

Please use the space below to make any other comments or describe any projects you are involved in which are related to the work of the council.

Send this completed form to: Norma K. Stone, Chairperson
Texas Early Childhood Careers Recognition Council
P. O. Box 2736
Richardson, Texas 75080-0520
214/235-0153